

wednesday
april 13.

Vol.35. No.4.

FACULTY OF ARTS MOTIONS

1. STOP CONSULTING STUDENTS OVER ASSESSMENT
2. STOP STUDENTS PROTESTING OUTSIDE FACULTY MEETINGS

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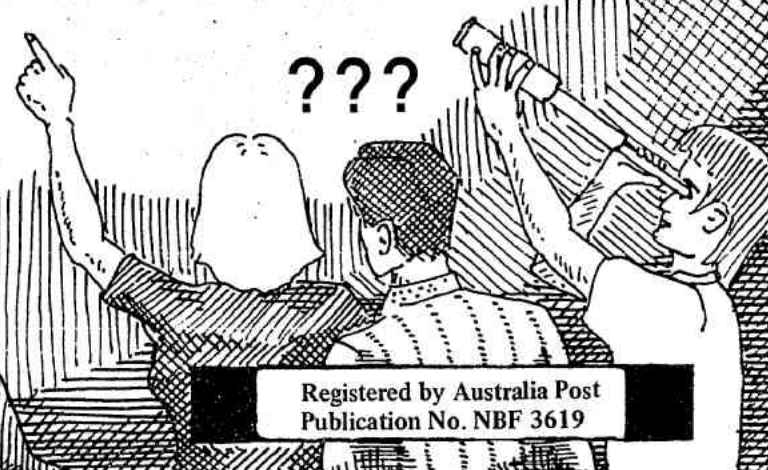
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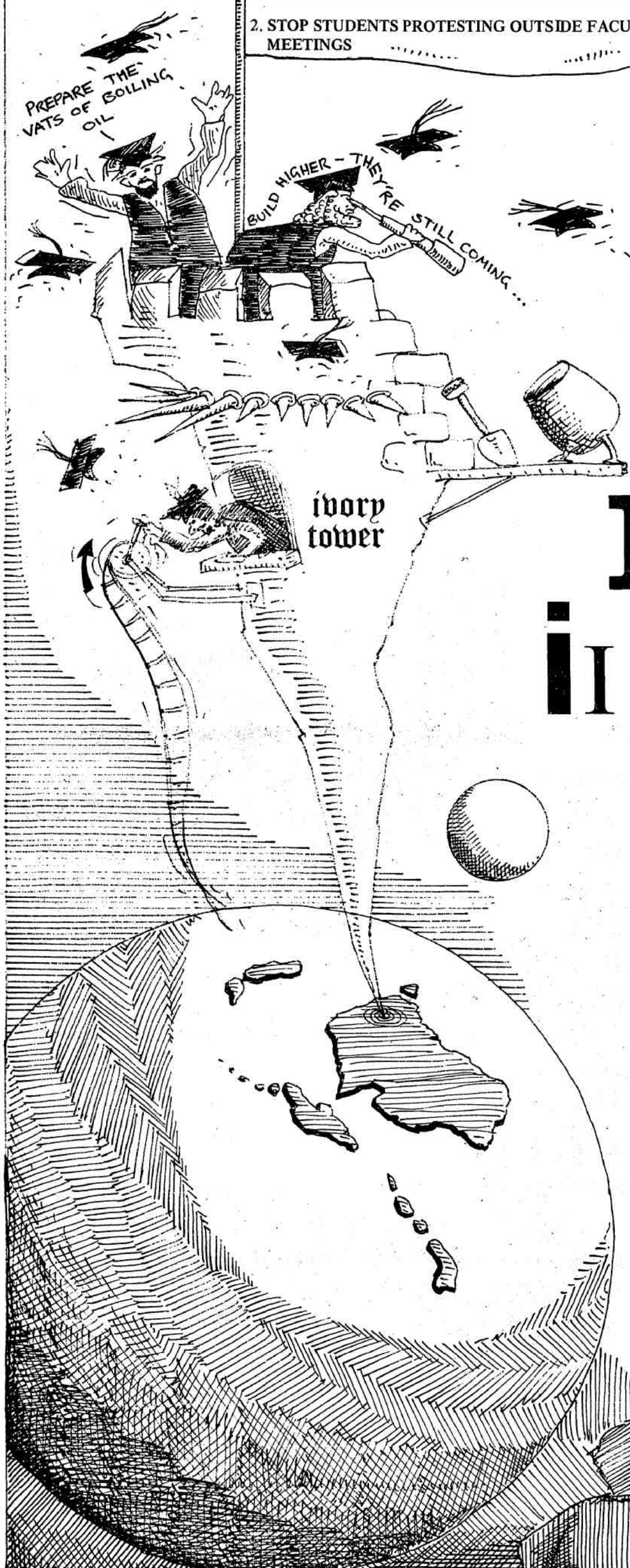
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Editorial

STUDENT RIGHTS THREATENED

Two motions which were on the agenda for the Faculty of Arts meeting last Thursday should give students cause for grave concern

Motion 1: The Johnson motion

This proposed that the Faculty of Arts "will not consider or discuss any motion which is the subject of a demonstration while the Faculty is assembling or in session."

While this motion was lost it nevertheless indicates that some academics are moving to stifle student protests in these times of resources shortages in Tertiary Education. It seems that the move was prompted by the demonstration which took place outside the first Faculty of Arts meeting for the year on the subject of cuts to Women's Studies. This protest was conducted in an orderly fashion and represented a significant show of strength by students angry at the threats to the most radical and innovative areas of curriculum.

When student representation on bodies like the Faculty of Arts is so inadequate how can academics reasonably expect us to refrain from staging demonstrations such as the one in support of Women's Studies. Professor Johnson and his supporters can rest assured that given the inadequate voice that students have in the official channels that they will not sit back and obey any attempt to silence them. The fact remains that students cannot trust academics to benevolently uphold their interests. They have shown themselves time and again in the past to be all too willing to compromise and do deals, which go against what students are fighting for. Courses such as Women's Studies and concessions such as the right to be consulted over assessment were won in the first place by mass action. The ivory tower dwellers will not be permitted to capriciously remove these rights, while students sit back passively and watch.

Motion 2: The Mugford motion

This is perhaps the more disturbing of the two motions. It takes the form of a recommendation to the Board of Faculties, that they adopt the following policy motions.

1. That the Faculty of Arts requests the Board of the Faculty to reconsider the

present statement on consultation with students over assessment practices in undergraduate courses in the Faculty. Further, that it recommends to the Board of the Faculties the following statement of policy as being a suitable one to adopt:

- 1) Lecturers or Course Co-ordinators shall be required, in the first week of lectures of any course, to provide students with a written statement concerning the assessment procedures that it is proposed to adopt in that unit/course. Lecturers and course co-ordinators are encouraged to include in their statement a brief explanation to students as to why they have proposed these methods of assessment.
- 2) Lecturers and course co-ordinators in units where enrolment exceeds 50 students and/or where the majority of students are in their first year of enrolment in the University, are not required to discuss with students the details of the scheme, nor are they required to discuss alternative schemes for assessment. Such lecturers/co-ordinators are, however, encouraged to consult students at the end of the course to elicit information that may be helpful in planning the course in future.

3) In all courses not covered by the limitations in (2) above, lectures should devote some time to a discussion of the proposed assessment scheme. If, as the result of discussion the lecturer/co-ordinator chooses to modify the assessment system a revised, written draft must be issued by the end of the third week of classes in the unit. If, on the other hand, the scheme remains unmodified, the original written formulation shall stand.

- 4) Notwithstanding (2) or (3) above, if a majority of students are dissatisfied with the assessment scheme in any course or unit, they have the right to appeal to the Dean of the Faculty in which that course is taught. S/he shall consult with the students and the staff member(s) involved and the Head of the Department concerned and arrive at an assessment scheme that s/he deems to be fair and adequate. Such dissatisfaction must be presented in the form of a written case signed by a majority (half plus one) of students properly enrolled in that unit.

2. That the Faculty of Arts disassociates itself from the production and publication of the 'Counter Course Handbook', and while noting the right of individual members to co-operate if they desire, does not ask staff in any course to co-operate in the issuing of questionnaires, the granting of time to complete these questionnaires, or the collection and returning of such questionnaires.

Further, that the Faculty requests the Board of the Faculties to note its decision and to invite all Faculties to consider, whether individually or collectively through the Board, the possibility of adopting a similar stance.

The Faculty resolved to pass this motion on to the Faculty Education Committee for consideration from where it would be returned for consideration at a later date. There was however one amendment moved by Professor Moloney (History) that two academics be appointed to the editorial board of the Counter Course Handbook instead of the Faculties disassociating themselves completely from it.

The motions relating to assessment if adopted by the Arts Faculty and subsequently the Board of Faculties would, in my view, constitute, one of the most retrogressive steps taken on this campus in recent years. In 1974 the right to consultation over assessment was won as a result of student action and it has since become a recognized institution. While there is no doubt that many academics choose to ignore this right or to only give token consultation at the beginning of each year, most students are aware of that right.

To remove consultation completely in the cases specified in the above motion would, I suggest evoke massive student uproar.

The motion has certain presuppositions—

- 1) that first year students are without exception incapable of holding valid opinions as to what form their assessment should take. This fails to acknowledge that a large proportion of first years will have recently undergone the brutalizing experience of the NSW or Vic. HSC. or that many come from the ACT schooling system and will not have been required to do exams at all in their school life. Many of these people will not want

end of year exams in University which are worth a large proportion of their annual mark. The alienating situation of the classroom will undoubtedly inhibit them from voicing protest at a scheme outlined by the pedagogue at the podium, but that is not to say that they don't have reservations.

- 2) that with large groups of students, consultation is impracticable.

This argument is often accompanied by the statement that "you can't have a different scheme for each student, that is administratively impossible". There is nothing preventing consultation with a large group via the tutorials early in first term and the consequential formulation of two or three assessment schemes which fit the needs of all the students in the group. Such an arrangement would (and has in the past) prove to be quite practicable.

3) Finally, there is a failure among academics to recognize that the Counter Course Handbook is written by students for students and represents an *alternative* viewpoint to the one offered in their handbook. The suggestion that two academics be on the editorial board of the C.C.H. is absurd. Firstly, there has not in the past been an editorial board. Most stages of the Handbook (distribution of questionnaires, writing up of responses, layout etc.) are carried out by groups formed in a reasonably ad hoc fashion who are trying to fit in a commitment to the C.C.H. with vacation work, travel, study etc. Secondly there is no way that students especially from small units where their handwriting could be recognized would be as open in their questionnaire responses, if they thought that academics had access to these responses. Thirdly, we strongly believe that only students should have access to allegations of a sensitive nature which are made in responses. In the 1983 C.C.H. production a decision was made to edit all allegations of sexual harassment because of the possible legal ramifications. We believe that it should be solely at the discretion of students and not of a board containing academics to take such steps.

I hope that in reading this you will be prompted to think about the issues involved and to support such action as the picketing of future Faculty of Arts or Board of Faculties meetings, where things such as students' rights to consultation over assessment are threatened.

SNIPPETS

Good news for our national Union. Susan Ryan has indicated that one of the first actions of the Labor Government will be to repeal the legislation which prevents ANU from paying funds to the Australian Union of Students. This legislation has contributed to the drive to squeeze AUS into a financially tenuous position. It is to be hoped that similar legislation which exists in respect of Western Australian tertiary institutions will be dealt the same treatment by the State Labor Government there.

I have often wondered what benefits I have gained from membership of the Co-op Bookshop. While a few years ago a dividend was paid annually to members, the practice has now changed. At the recent AUS Regional Conference in Sydney one person in attendance revealed some startling information. The General Manager of the Bookshop admitted to him that 50-60% of the Co-op's books are marked up by 2%-15% on recommended retail price. So the discount which members receive upon buying books is in

many cases, a sham. It seems that the Co-op's customers are bearing the brunt for the failure of the Pitt St. Sydney store to attain financial viability. More on this topic in later issues.

Editors: Helen Campbell
George Morgan

Photos:

Ian Redpath
Helen Campbell

Layout assistance:

Sally Skyring
Karen James
Emma Grahame
Alex Anderson
Kirsten Campbell
Philip Kellow
Marcus Kelson
Susie Carcary
Leisa Simmons
Lewis Maund
Neil Adams
Matthew Storey
and the Ed Coll. Layout Team.

GRAPHICS: DENISE MEREDITH
DAVE

COVER: GREGORY MYERS



free market

A CASE OF MARKET FAILURE?

Dear Editors,

As a long-standing supporter of the ANU Liberal Society I have been disturbed at rumours I have heard about their operations, especially their hot-dog stand in O-Week.

Adam Smith's principle of the invisible hand has been undermined by the not so invisible hands of the Liberal Students who have insisted on selling hot dogs below market price on Market Day. Surely a simple calculation of supply and demand for the products, coupled with an assessment of marginal costs and marginal revenue would have produced an optimal pricing level.

More disturbing is the loss guarantee provided by the Students' Association. A free market has always been a central tenet of liberal belief. Can it be that the Liberal Society have finally accepted the virtues of State (S.A.) intervention in the economy? Perhaps the location of the hotdog stand next to the Communist Collective's table created negative externalities resulting in pervasive market failure and thus the need for below market prices and a state subsidy.

The conclusions reached are the most frightening. Despite a denial of any shift in policy by Liberal spokespeople, a case has finally been established for State intervention in a particular market. Perhaps my own theories have been falsified? Please contact the Economics Department and break the bad news.

Yours liberally,

Milton Friedman
(University of Chicago)

real appeal

Dear Editors,

(Don't) Take This Letter Seriously. In a season of resurrection, why so many reassertions of 'reality'? More authority-hunger (grasping at divine authentication). *Woroni* No.3,p.3, Pat Meaney, "... the real reality of the situation sinks in ... democratic socialist and/or social democratic (if there is a 'real' difference between the two ... the ALP represents both ... Certainly a real question arises ... as to the extent of support which should be given to such a government." And tell us more of the surreal reality, the unreal differences, the nonreal questions. *Woroni* No. 4, p. 3? "Now Go-Cat has more real meat and real fish cooked through and through each piece. Then each piece is basted with more natural juices to give it a doubly natural taste." Back to the *real* issues *Woroni* No.3, p.5 Bill Redpath, "AUS Fees: the real story". One might convey "I was there" by 'demonstrating' with accounts, rather than by invoking the banally sacrilegious ('tautological') myth of Reality ("no, really?"). After all "reality is more entertaining than television", and we can consider the differences, but it's all just testing out stories against (representations of) practices (built around stories): well, that's one version. Experience is no refuge from the fictional: *all categories are social constructs* (dialectically and aleatically determined, at no level of fixity, singularity or ahistoricity).

Angus McDerrida
(filiation/play/irony).

LETTERS

faculty review

The Editors,
Woroni.

Dear Editors,

I should be grateful if you would find space to correct two points in the 'President's Report' in the *Woroni* of March 28.

(a) The Women's Studies staffing for 1983 was settled before the end of 1982 and unaffected by anything that happened at the Faculty of Arts meeting on 10 March. Since late 1982 it has been known that funds were available for a full-time post in second semester, a Visiting Fellow, and some part-time teaching. These decisions were taken as part of the overall Faculty planning for 1983. It is neither financially possible nor academically desirable to make *ad hoc* changes of policy once the year has begun.

(b) The Faculty of Arts Review was decided on by Faculty last June, and the Dean was asked to report back by early 1983. It has been discussed, over many months, at the Faculty Education Committee and Departmental Committees and students have been urged to make their views known. A panel of former and present students has also been formed to extend the range of student input, and the Students' Association representative on the FEC was invited to join the panel.

The Review Committee is now at the Draft Report stage, so any further submissions will need to be prompt. There will, of course, be considerable discussion of the Report after it is received and student input will continue to be welcome.

Beryl Rawson
Dean, Faculty of Arts

student union

Dear Editors,

John Buchanan, 'our socialist correspondent in London' reported in the last edition of *Woroni* that Social Democrat-students were working to undermine the activities of Britain's National Union of Students.

Social Democrats had, wrote Buchanan, "undermined the work done by student unionists and socialists" during the recent National Day of Occupations organised by NUS to protest against cut-backs in university funding. "Not only do they seem to have done very little in helping prepare for the occupations," said Buchanan, "on some campuses they actively worked against them."

Although Buchanan admits that "NUS lacked a coherent strategy", he fails to point out that the Social Democratic Party Students (SDPS) may have opposed the occupations, not because they are right-wing, union bashers, but because they disagree with the confrontationalist approach.

While SDP Students have been critical of NUS, they have also participated in many of the Union's activities. Jackie Sadek is just one of many SDP students who have become actively involved in the Union's work. She is an NUS Executive Officer, an executive member of SDP Students and is the Young Person member of the SDP's National Committee.

Jackie is well qualified to detail the relationship between SDP Students and NUS. She has this to say:

"If it were not for NUS [British] students would now be financed by a repayable loans scheme rather than receiving any sort of grant. If it were not for NUS the fight to improve - on in some cases institute - student representatives on Academic Boards and other such bodies would not have been successful. If it were not for NUS, it is unlikely that there would be any sort of nursery provision whatsoever at educational institutions in this country. I could go on and on. You may think life as a student is hard at the moment, but believe me, it would be twenty times harder were it not for our National Union."

Needless to say, SDP Students supports the National Union of students. And as far as working against socialist students, Jackie has this to say about the SDP Students' relationship with the socialist students' left Alliance:

"It would probably be true to say that there is little in the way of Left Alliance policy that SDP Students could disagree with."

The real difference between the SDPS and the Left Alliance lies with methodology.

"I do not wish to be critical of the Left Alliance," says Jackie. "There are many admirable things about it. But I intrinsically believe that, as presently constituted, the Left Alliance is not the correct forum for SDP Students."

"It is the aim of SDP Students," she said, "to put an end to the intolerable byzantine machinations in student politics."

The difference in methodology may well be the reason for the SDP Students' apparent inactivity during the National Day of Occupation. However, contrary to the impression given by Buchanan, SDP Students have actively participated in the formation of bodies such as the NUS Education Alliance and events like last October's National Education Week.

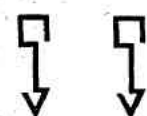
It is a shame 'our socialist correspondent on the spot in London' failed to report on the positive aspects of the SDP Students - a new group dedicated to achieving social equality in Britain.

Yours for social democracy,

Rohan Greenland



SDP benches in Parliament



men & feminism



Dear Editors,

I suppose someone should respond to Chris Munn's letter in the last *Woroni*. My response presumes some continuing interest in the subject of men and feminism on the part of "the reader". The question is, can we commend liberal-mindedness, when it doesn't rise beyond consensualist quietist egalitarianism. Certainly I'd rather deal with Munn's position (supportive of the peace movement, supportive of "the extremely just and righteous cause" of anti-discrimination) than those of certain of his colleagues in the Liberal Society (growling, barking and straining at the leash, not to put too fine a point on it). It would be 'nice' to see some twentieth-century liberalism on this campus (a refreshing change from the snigger-at-the-match-girl-in-the-snow variety): but we must ask what is the use of a morality which refuses systematic analysis, which believes society can be just patched up with a handy social-puncture-repair-kit, which puts politeness above justice. "All men are implicated in the act of rape": I didn't say that. I would suggest, sacrificing this classic slogan's clarity, that the *system* (of practices, myths, fears, desires and ramifications) of rape, as part of the oppression of women (and part of systems of representation of "the feminine"), provides resources

and reserves of power, direct and indirect, upon which *all men can* draw, which *various men* variously *do* and *do not* (regardless of 'intention') use and benefit from.

C. Munn writes, "unless they have actually raped a woman or know of people guilty of that crime they have nothing to be guilty about." I would enquire, what sorts of thing are not "actually" rape and are they innocent of power? Of course dick-centred culture identifies an essence, a moment. But rape is about power, not sexuality (though the 'separation' of these terms is problematic). The question of guilt here is obviously rather different for gay-identified men (although sexual relations are not the only field for the exercise of power between men and women by any means): but 'straight' men (another problematic separation) might do well to examine their roles in the archetypal situation visible in any crowd, say Friday evening in the bar, of *men leaning on women*. Egalitarians typically (and centrally) dip out on their conceptualisation of "consent", since they have no analysis of the structuration of sexual differentiation (or the social structuration of "experience" generally).

I'd submit that the fine lines of recognition and misrecognition of desires and pleasures within sexualised relationships

draw on extensive backgrounds, in accounts of *sexuality* (nb 'urges') and *autonomy*.

On Chris' secondary point, on the lamb and the wolf lying down together, let's all be friends (as if sexual division was the fault of those who point it out): I would like to quote Luce Irigaray. "that they [women] should tactically go on strike; that they should keep themselves away from men to take the time to learn to uphold their desire, notably by speaking; that they should discover the love of other women screened from the imperious selection of males who put them in the position of competing merchandises; that they should earn their living in order to escape their condition as prostitutes ... these are, to be sure, steps which are indispensable for escaping from their proletarianisation within the marketplace of exchanges."

Alex Anderson

P.S. I acknowledge I have not confronted the issue raised by C. Munn of "writing style", and the "impenetrability" of subversive discourses.

president's report

It is great that the ANU is coming alive again and there are so many student activities on campus. Here are just some of the developments over the last few weeks.

1. Political-Economy

The Students' Association and the ANU Political Economy Society are jointly sponsoring a series of lectures and seminars on an introduction to Political Economy (the details are given in another part of this Woroni). The series is loosely connected around various issues in the field.

The major reason for the Students' Association's involvement is the very narrow course content taught in the Economics Department and its intransigence to innovation.

I recommend the Political Economy series to you. It offers an alternative approach for Economics students and topics of general interest. These topics are relevant to many courses at the ANU. One of the great things about such a series is that there is no assessment or grading, so it is purely educational.

We need a Political-Economy course. Till that occurs I hope to see you all at the "Introduction to Political Economy". All are welcome.

Meanwhile at Sydney University the Political Economy courses are under threat of destruction. This is despite the fact that enrolments are at a record level and are greater than traditional Economics offerings. Given the course's approval and popularity such cutbacks can only be seen as a political attack on a progressive course.

2. Re-Orientation Day

So you have been at university for five or so weeks and have discovered it is not all it's made out to be. Don't despair, the Education Collective has organised a Re-Orientation Day to put you on the right path. The day will deal with particular problems in your faculty as well as offer alternative solutions and approaches.

Re-Orientation Day will occur on



BILL LOOKING
YOUNGER EVERY
WEEK ...

Friday 15th April from 1.30 to about 6pm at the Centre for Continuing Education. There will be wine, cheese and coffee as well as some interesting workshops. The day is relevant to all students from first year to fifth year.

3. D.E.S. Board

The Division of Education Services (D.E.S.) Board is another one of the committees I am on. Since the usual response is 'what?' I should explain that the Board consists of a variety of service units - Careers Advisory Service, Centre for Continuing Education, Health/Counselling Centre, Instructional Resources Unit, Office for Research into Academic Methods and the Communication and Study Skills Unit.

At its latest meeting (31 March) the Board resolved to open its meetings so students could hear the annual reports of each unit. Details will be given as they arise but stay tuned for the opportunity to discover or question these services.

4. Co-Op Bookshop

I have received a number of complaints about prices in the Co-op Bookshop on campus. The official policy is that 50-60% of books are sold above recommended retail price with a markup of between 2 and 20%. The reason for this is financial problems in their Sydney operations.

Clearly it is unacceptable that students are asked to cover the economic inefficiencies of the business operation. Further enquiries are being made but until then tell the Students' Association about prob-

lems and try book ordering services like Mary Martins.

5. Curriculum Conference

The major AUS Education Conference in 1983 will be a Curriculum Conference held in Adelaide on the Anzac Day weekend. The last Curriculum Conference (held at ANU in 1981) was a great success so if you are interested in attending or just more information contact Sally Skyring, Jane Connors or the Students' Association as soon as possible.

6. Bachelor of Commerce

The saga of the Bachelor of Commerce draws to an end. At the last Board of Faculties meeting (25 March) it was agreed to introduce the new proposal but despite student input it was decided to call the degree a Bachelor of Commerce.

The innovation will mean Accounting students will get their professional qualifications in three years instead of four. Despite the name, the development is to be welcomed.

7. Research Unit

Another innovation is the proposal of the Law School Action Group (student group in the Law Faculty) to establish an optional research unit at the Law School. The proposal received favourable comment and is being considered by the Faculty. It may seem a small step but it is an important input that students are having a part in designing courses. Think about the needs of

your departments.

8. The Cottage

The Cottage has not been forgotten and there will be a number of meetings to determine its future, tentatively starting 19th April. All interested parties are welcome.

9. Student Representatives

The last Students' Association Meeting elected various representatives. They are -

Rep on Arts - Katrina Edwards
Rep on Economics Paul Flannagan
Rep on Asian Studies Chris Munn
Rep on Law - Francie Lowe
Rep on Science - Kenton Lawson
Buildings & Grounds Karen James
Kate George

Chair Clubs & Societies Sue Carcary
Clubs & Societies Members -

Matthew Storey
Helen Campbell
Nick Richardson
Finance Committee Jane Connors
Education Chair - George Morgan
Education Committee -

David Branson
Richard Batten
Greg Meyers
Phillip Kellow
Emma Grahame
Lorraine Dearden
Jane Connors
Katrina Edwards

Computer Users Com. - Ian Barnes
Coordinating Com. - Sally Skyring
Management Com. - Sally Skyring
2XX S.A. Co-ordinator - Sue Carcary
CPPC - Richard Batten
Welfare Officer Robert Skelly
Library Committee Janice Redpath

AUS Regional Conference Delegates -
Sally Skyring
Sue Carcary
George Morgan
Emma Grahame
Alex Anderson
Glen Phillips

Sports Union - Matthew Storey.

Contact these people if you have suggestions or problems, c/o Students' Association.

should sport be publicly funded

The days have long gone when true amateurs can make major sporting achievements. Today's successful "amateur" is probably on a scholarship or in a public sector job specially created to support a training routine. Government sponsorship of sport, especially the Olympic varieties, is steadily increasing, with the rationale that -

- * it promotes health consciousness, with consequent social benefits
- * it enables international competitiveness, which would otherwise be seriously impaired
- * it evokes national pride and improves international relations.

While all of that may seem fair to some, I would question this reasoning on economic and ethical grounds. For starters I am unconvinced that Norm the sedentary slob is galvanised into action by the example of sporting heroes. The effect of public funding is to enable those who are already enthused to make this

sacrifice and not to enlarge the numbers of active participants. This creates an elite who need only prevail upon officialdom for a handout to keep their favoured diversion, such as javelin throwing or high jumping, out of reach of market forces. Meanwhile the vast bulk of the tax paying public is out consuming the likes of the VFL and horseracing, sports which are reduced to the distasteful exercise of attracting gate takings, private sponsorship and betting levies, while keeping an eye on excessive costs. The concept of government patronage for sports which cannot fund themselves now seems enshrined as a matter of right; you may recall the Olympic sailing team was bribed with extra money *not* to go to Moscow.

Now some will point to the glow of pride when the Aussies knocked them for six at the Commonwealth Games. Well a lot of stupid things are done in the name of nationalism, things like tariff protection and wars. I confidently predict that in the next Olympics most gold

medals will be won by steroid doped zombies from the Soviet bloc, who will be held out to their countrymen as embodiments of the ideal socialist citizen. Therefore I really don't care if Australia comes last in every event. If that prospect worries you then it is you who should contribute, and not taxpayers, most of whom would probably refrain if given the choice. The Olympics clearly brings out the need for communist countries to offer an opium for the masses, much as circuses were used in the declining years of Rome as a diversion from economic ills.

In my view sport is nothing more than recreation and entertainment. There is something desperate and potentially dangerous when governments use sport as a vehicle for self-promotion via the tax system. The desirable prominence, both domestically and internationally, of various codes of sport, should be left to the market to decide.

John Newlands



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SOCIAL ACTION AND THE ACADEMICS

Are academics active on social issues? Do they join groups active on controversial issues, help organise constituencies, help plan public meetings and demonstrations, or make public statements? The academic community is commonly seen by the general public as containing a large number of 'radicals'. But on closer inspection, most of the social activists from the academic community are students and ex-students, with a sprinkling of junior staff.

It was only recently that I realised that in all my experience in social action groups in Canberra — seven years in Friends of the Earth, four years in Canberra Peacemakers and three years in Community Action on Science and Environment — not a single tenured academic has ever been involved. Canberra is a city of over 200,000 people dominated by white collar government employment, and with a major university, the Australian National University, with 5000 undergraduates, 1000 postgraduates and 1000 academic staff of whom some 600 are tenured. The other major but smaller tertiary institution is the Canberra College of Advanced Education. Numerous government scientists also work in Canberra and many of these, especially those in CSIRO, are primarily academic in orientation. Out of over 100 people involved to the extent of having attended more than one organisational meeting of the three groups mentioned, tertiary institutions are well represented: probably half have been students, either undergraduates or postgraduates. The next largest category would be those working but officially unemployed people who commit themselves to various social causes. Many of these have been ex-students. The rest fit a variety of categories, including a number of government employees, Environment Centre employees, mothers and teachers, a smaller number of untenured university staff, CSIRO scientists and assistants to Australian Labor Party members of parliament, and a few miscellaneous others including a computer programmer, a hospital worker and a construction worker. I am told that a similar pattern prevails in other Canberra groups such as Women Against Rape, Canberra Committee in Solidarity with Central America and the Caribbean, Jobless Action and Amnesty International.

In 1981 Canberra Peacemakers sent a letter to the *ANU Reporter*, a house journal of the ANU which is distributed to all staff members of convocation. The letter stated that there are numerous research topics on which academics could do studies which would be of use to peace groups, and invited any interested person to contact the group. Only one response was received, from a research assistant who, due to funding cuts carried out at the expense of untenured staff, lost her job at the end of the year.

Being a social activist does not require being involved in groups. Individual action often can be just as effective. How many established academics take strong individual public stands on social issues that are in any way controversial? Very few. For example, perhaps the single most significant social issue in Australia in the years 1976-1980, in terms of stimulating community activism, was uranium mining and nuclear power. Three senior ANU academics — Professors Sir Ernest Titterton, Heinz Arndt and Ted Ringwood — entered the public debate in a significant way as individuals on the pro-nuclear side. On the anti-nuclear side also, only a similarly tiny number of senior ANU staff took a public stand as individuals. By contrast, quite a few junior staff and numerous students helped publicise and participated in rallies and other anti-nuclear activities organised by anti-nuclear groups.

These experiences in Canberra are suggestive, and generally in keeping with experiences elsewhere. For example, at national meetings of the activist organisation Friends of the Earth, there are students and unpaid workers in abundance, but no sign of any tenured academics. Student activism on campuses around Australia is episodic, but there is a strong continuing tradition of involvement in social issues. In contrast, organised staff action is a rare sight, and is mostly confined to protecting staff salaries and conditions. And in the late 1960s, during the boom years of the 'New Left', it was students (with the support of some junior academics) who led many of the campaigns, not academics.

Engaging in social action is one way to respond to the continuing existence of social problems such as unemployment, racism, sexism, environmental degradation and war. When mainstream institutions are inadequate to tackle such problems, and indeed are themselves the origin of the problems, responsibility for doing something about them is thrust on individuals and groups in the general community. Personally, I believe social activism is bound to be an essential part of any community that aspires to the democratic and equitable, and also that social activists have been the driving force behind many major reforms such as the abolition of slavery, gains in women's rights and reduction in exploitation of workers.



But why should academics in particular be expected to be involved in social action? First, because they are both aware and more socially skilled than most other groups in society. In other words, they are in a good position to recognise social problems and take effective steps toward solutions. Second, academics as a group are supposed to be trained and experienced in social criticism and thus be able to cut through rhetoric and apologetics to the roots of problems. Third, academics are granted 'academic freedom' which should enable unfettered creative thinking and bold experimentation towards the solution of social problems. Finally, academics are supposed to be self-reflective, and hence to be able to critically examine their own ideas and actions. Thus they should be better able to determine whether they are really being effective in helping achieve social goals.

In some cases lack of activism can be justified by extraordinary devotion to high quality teaching and research. Unfortunately all too few academics can invoke this excuse. In any case, social activism is somewhat more common among academics who are more highly productive according to conventional scholastic criteria.

The relevant question here is, why are academics less represented among social activists than might be expected given many good reasons for social activism? In this article I will outline a number of different answers to this question, with the aim of throwing a bit of light on the dynamics of academia.

Social factors

Several of the common explanations of the inactivity of academics on social issues rely on the psychological characteristics of individuals or the social characteristics of the academic community. These explanations provide some insight, although in the end they toss the questions back to another level.

Psychological inclination. Many people become academics precisely because they want to avoid the messy affairs of the wider world. Usually this is an unconscious process. It is perhaps more common in the sciences (1) and humanities than in the social sciences professional subjects. Academia affords the opportunity to become totally involved in a narrow specialisation, without much contact with others except those with similar preoccupations. For many people there is a warm feeling of satisfaction and security in fully understanding a particular topic, or in solving a well-defined intellectual puzzle. These sorts of isolated self-contained pockets of knowledge are

some people such an attractive haven from social problems or an attractive base for exercising power.

The tenure process. The prerogative of tenure is commonly justified by an appeal to 'academic freedom'. Tenure is said to give academics the opportunity to pursue controversial or unorthodox topics without fear of prejudicial dismissal. In practice, the process of obtaining tenure is a strong influence towards conservatism. Instead of encouraging the treatment of controversial topics, tenure more often gives the freedom to pursue irrelevant topics or serve vested interests without public scrutiny. For it is precisely those without tenure — students and junior staff — who are most likely to take up controversial issues, to challenge injustices and to take risks with their careers.

In some cases the prospect of tenure is the immediate reason for more conservative behaviour. Some radicals in academia decide to keep a low profile until their vulnerability to sanctions is reduced; 'Once I have tenure, then I'll be able to speak out without worrying so much about the consequences'. The trouble is that by the time tenure is achieved, many of the one-time radicals see no reasons to speak out. Or perhaps they are waiting for a promotion or new job where they will have 'real power'. The flaw in 'the long march through institutions' — that is, social change via radicals rising to positions of power — is that the institutions change the radicals long before the radicals have a chance to change the institutions.

The tenure process encourages academics to gradually adapt to their situation. Students often rebel because their tolerant upbringing and beliefs in a communal concern for learning receive a rude shock when they enter on the receiving end of the academic hierarchy. Tenured academics are of course the students who survived without rebelling too much.

But it is not so much tenure itself that reduces social activism, but what happens to people while they are striving to achieve it. What is it then that affects erstwhile radicals in academia?

Peer recognition. In the academic community, it is psychologically hard to survive without some recognition from peers. The easiest way to achieve peer recognition is to perform and conform; teach the usual subjects in the usual way, and do marginally original research in conventional topics. It also helps to be sociable, witty, white, male, not too young or old for one's position, and not overtly too stupid or intelligent. But there is one thing not to do: become involved in social issues, or in any activity that contravenes the normal way of doing things in academia.

It would be quite unfair to say that all academics avoid social issues. In fact, there are quite a number who adopt minority or unpopular causes, whether as members of action groups or in their own individual way by making public statements, writing letters or articles in the mass media, or teaching courses. What is revealing is how often such individuals are penalised for this activity: passed over for appointments or promotions, given heavy teaching loads, or have their articles rudely rejected. In some cases attempts to deny tenure or to dismiss individuals involved in socially relevant activities are so blatant that a good case can be made that suppression is the explanation.(1) This can happen to individuals: the difficulties encountered by political economist Ted Wheelwright at the University of Sydney, especially in being passed over for a professorship, provide perhaps the best known Australian example. Whole programmes and

...BY BRIAN MARTIN...

areas of study also come under fire, as in the cases of the long antagonism to the environmental Human Sciences Program at ANU and the long opposition to courses in political economy at the University of Sydney. In cases such as these, the attacks come not from opponents outside the university, but from powerful figures inside.

Not every academic active on social issues is attacked in these ways. Some academics are careful only to take public stands when an issue has become 'trendy' and the risk of antagonism is reduced. But the attacks that are made provide sufficient example to set the tone of academic life, in which to get ahead it is made clear that one should keep one's nose clean. Peer recognition, so forthcoming for conventional behaviour, can recede dramatically from those who partake in social action. After all, who wants to — or dares to — associate with radicals who at any time may bring down the wrath of the professors or administration upon them, and perhaps upon their colleagues and subject areas too?

Sometimes those who are victimised for their social activism are hushed forever, but others find victimisation a radicalising experience. Because of hostile peer reaction, sometimes minor or even accidental dissidents find return to ordinary academic life impossible. For example, attempts were made to dismiss Clyde Manwell, Professor of Zoology at the University of Adelaide, as a result of his activities on environmental issues. The dismissal attempt was launched after he had co-authored a letter to the newspaper criticising aspects of the South Australian government's fruit fly spraying programme, thus offending powerful agricultural chemical interests. As a result of his experiences, he has become one of

Australia's fiercest critics of abuses in science and academia. If blatant suppression were too frequent, many such cases might result, even to the extent of mobilising significant numbers of academics in sympathy, as has happened in some notorious suppression cases.(3)

Academic peer pressure against social activism can be quite potent. It is a primary reason why the tenure process promotes conservatism. But few academics would admit that their lack of activism is due to fear of the consequences. Self-reflective and self-justifying, academics have developed a coherent and persuasive set of reasons for their behaviour. To fully appreciate the social atmosphere of academia, it is necessary to turn to the ideology of academic passivity.

Ideology of academic passivity. Academics place a high value on theory rather than practice, on observation rather than participation, on 'objectivity' rather than 'subjectivity'. In short, they put a higher premium on thinking than doing. These preferences are deeply embedded in the standard conception of scholarly behaviour, in the idea of value-free knowledge, and in the conventional view of the role of the university in society. Indeed, these ideas have become part and parcel of the self-identity of most academics.

Contrary to these conceptions, it can be argued that knowledge obtained without an integration of theory and practice is at best a partial knowledge, that values enter scholarly practice and the construction of academic knowledge at every level, and that 'objectivity' is a cover for an uncritical commitment to the prevailing orthodoxy. It is inevitable that knowledge, in any particular instance, is more useful for some purposes

than others. Because of the influence of funding and job opportunities from governments and corporations, and the self-interests of academics, most academic knowledge is selectively useful to governments, corporations and academics.(4) The usual academic conceptions of value-free knowledge and of proper academic behaviour provide a self-justifying world view that may be called an ideology.

For most academics, the proper and effective way to express social concern is by doing one's academic job well, namely by pushing back the frontiers of knowledge by research and fogs of ignorance by teaching. Many are quite uninterested in doing anything of social relevance. They prefer 'important work', measured by criteria such as alleged intellectual rigour or technological sophistication. What these criteria disguise is the unadvertised influence of elite interests in the form and content of research and teaching.

One thing which brazenly flouts academic adherence to the myth of value-free knowledge is social commitment. To many academics, such commitment is simply beneath contempt, and smacks of the excesses of advertising agencies or Stalinist ideologies. How can one be both a true scholar and make speeches at rallies? It is not sufficient for the activist to reply that academic 'detachment' is a form of commitment too, though less overt, since such a reply simply shows a lack of understanding of the quest for the scholarly ideal. So, at least so long as the ideology of academic passivity is held by most academic and openly touted by some, it will remain uncomfortable to be both an academic and a social activist.

CONTINUED
NEXT ISSUE!

One way to reconcile radical views and an academic career is to become an 'academic radical'. In the phrases 'academic radical' or 'academic Marxist', the word 'academic' is used in its pejorative sense of being irrelevant to practical affairs. The academic radical has many radical ideas — and indeed may be scathing towards those whose ideas are less developed or rigorous — but seldom puts them into practice. (Sometimes the ideas provide their own justification for inaction: 'First we must work out a theory of the state'.)

Some socially aware academics restrict the expression of their concern to their teaching, especially when this is possible in areas such as sociology and political science. The logical implications of their ideas, namely social action, are more likely to be taken up by students, although they too many come to accept the academic separation between knowing and doing.

For academic radicals, the ideology of academic passivity has won out over the practical implications of radicalism. Restricting radicalism to ideas is one way to survive — at least sometimes. For in academia, ideas are used as resources in power struggles, and academic radicals are not immune from attack. Even being radical can result in isolation and ostracism. How much easier it is not to even express any unorthodox or controversial views!

Finally, the ideology of academic passivity is connected with self-justification for a pervasive apathy and cynicism. Many academics are quite happy to sit around criticising society while feeling smug at being intelligent enough to realise there is nothing they can do about it. The feeling of powerlessness is not restricted to the underprivileged.

"Structural Factor", "Privilege" and more

SPECIAL SEALED SECTION

it's daft!

FRIDAY 4PM 15th April

Centre for Continuing Education

Re-orientation day

That's Right

Party!!

BLOODY PARTY!!

STREET THEATRE

UNEMPLOYMENT and SOCIETY

Our economy is at present experiencing mass unemployment, as are all western, industrial-based economies. The social problems resulting from this are also enormous. In a society where your job equals your identity, to be unemployed is to be a worthless human being. This spurious attitude stems from something basic to our society — the work ethic. For this attitude to change, the whole basis of our society must also change.

This means that economic power must pass out of the hands of those in 'control' e.g. governments and multinationals, into the hands of the people. One way to achieve this is through the proper use of technology.

It will be possible in the very near future to replace almost all workers in any production or service industry with a relevant machine or silicon chip. There are two possible courses of action/consequences which could result from this. One is merely a continuation of the present situation where workers are 'replaced' i.e. removed from the workforce, oppressed by their poverty, degraded, poorly educated and wasted.

The other more revolutionary course would involve the restructuring of our society in such a way as to make material wellbeing totally independent of any work done. That is for 'Labour' to cease to be a factor of production or a resource in any way.

Employment is at present a tool of control. Those who decide who is employed and how much they will earn really have power. People are prevented from acting against their oppression so often because they need to protect their jobs, their ability to eat and to live. If material wealth were totally unrelated to work, and in fact if that work could be done by machines/computers or whatever then the potential for freedom in our society would be so much greater.



Freed from the necessity to perform physically and mentally debilitating tasks, from having to provide material security for themselves and their dependants, people may at last be able to fulfil themselves — to determine how their lives should progress, according to their own values and needs. Everyone would be able to have as much or as little material wealth as they wanted.

In any situation where it may be necessary for humans to participate in a production process, that production would be carried out at the worker's pace, controlled by that worker, not vice versa.

One particular multinational company has admitted the so-called 'dangers' of such a scheme as this which would allow the worker control over the production process, as this would reverse the accepted relationships and eventually lead to the reversal of control and power. Once the worker controls the production process goods are not being churned out at the same rate, profits and the 'consumerism cult' eventually fail as we all realise our exploitation in the cause of capitalism.

If the control of technological advancement can be kept in its present fairly decentralised form, or better still scattered about even more among people then perhaps such developments as written about here may not be so impossible. Setting up a counter-economy so as to participate as little as possible in the consumer society is a quite useful start in the struggle to wrest economic control from the few.

Karen James

CARPA

COMMITTEE AGAINST REPRESSION
IN THE PACIFIC AND ASIA (ACT)

STATEMENT OF AIMS

1. To aid in defending victims of political persecution and injustice in the countries of Asia and the Pacific, regardless of their particular beliefs, affiliations or associations; and to provide whatever assistance is possible for their families.

2. To put pressure on the Australian and other imperialist governments and the repressive regimes they support and maintain in Asia and the Pacific to stop restrictions on rights of free speech and association, to respect the right to a fair trial, to ameliorate the harsh conditions under which political prisoners are held, and to work for their amnesty and release.

3. To defend the right of the peoples of Asia and the Pacific to resist repression.

4. To express solidarity with those Asian and Pacific peoples who are resisting colonial and neo-colonial domination.

5. To inform and arouse public opinion in Australia concerning complicity by the Australian governments and its open and secret agencies in the repressive policies pursued by Asian and Pacific regimes which trample on elementary civil and political liberties.

6. To co-operate with organisations which have similar purposes.

Campus Group in formation.

Contacts: Bill Tully 62 1502 (w)
Max Lane 68 6893 (h)

EDUCATE OR PERISH

Disarmament and peace are the issues of the eighties. Why? Because without disarmament and peace we may not even see the nineties. The escalating arms race, and the growing probability of war demand urgent action by us all, now.

Through mass action, we must work to avoid the nuclear holocaust which threatens us. Further, we must act to change the social preconditions which make nuclear and conventional wars possible, even inevitable. Education, although insufficient alone, is one strategy for countering the threat to humankind.

Education for peace and disarmament is a growing worldwide movement and it seems to be following two paths. Those who stress 'disarmament' education see the primary task as one of alerting students to the structural inequalities, unequal social relations and distribution of power which lead to repression, exploitation and ultimately, war. The other emphasis, 'peace' education pursues politics into the personal realm, and argues that we can't have peace until we are peaceable; our consciousness must be changed so that war, aggression and competition are no longer inevitable.

This a false and damaging dichotomy.

Disarmament education is slated for being political indoctrination. This can frighten educators off so we avoid sensitive issues. But disarmament education and those sensitive issues are the very things which aid a critical understanding of the social system, without which action against the arms race will be ineffectual. Peace education is derided for being idealist 'airy fairy' and more seriously, as a means of imposing consensus and maintaining 'class peace'. But patently, there must be a change in consciousness and the demilitarisation of language and thinking; if there is to be sufficient pressure for disarmament and peace.

Clearly we need both peace and disarmament education. But alone, neither provides an adequate base for mass action.

Linguistically, 'peace' and 'disarmament', represent important and positive concepts which must not be lost to political 'newspeak'. 'Conflict' is another term which is being trivialised and the powerful generative nature of the concept undermined. It's up to the peace

movement, to reclaim them for progressive and constructive ends. The peace movement can ill afford to fragment around these semantic issues. Despite our diversity it is the battle for human survival which confronts us with glaring urgency. But it is this which also unites us.

People are mobilising around peace. The peace movement grows every day. It has legitimacy and power, with politicians already recognising its voice. For an effective movement there must be widespread understanding of war, analysis of its causes and action for peace.

Students at ANU have become actively involved in the Peace Movement. We should not neglect the fact that peace is an education issue as well.

The ANU curriculum should include more education for peace. Currently there is a shortage of courses which address peace issues. Education activism in 1983 should include work towards the introduction of new courses and the reform of course content to integrate peace and disarmament into our studies.

Peace Education: a workshop in the second session ("The Common Cold")
of Re-Orientation Day: April 15th (see the liftout)

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WOMEN ARE MARCHING

On Anzac Day, 25th April 1983, women will march up Anzac Parade and lay wreaths in memory of all women of all countries raped in all wars

We march —

- in memory of all women raped in all wars
- to break the silence surrounding rape
- in opposition to the system that creates wars.

If you would like to join us in our non-violent action,

MEET 9am (sharp), BOTTOM OF ANZAC PARADE

Please bring flowers or wreaths

Childcare will be available

WOMEN ARE RALLYING



Following the wreath laying, women will proceed to the American Eagle via Anzac Park.

At the American Eagle there will be a rally to show our solidarity with Central American Women in their struggle for national and personal self determination.

AT 10am CONTINUE FROM THE WAR MEMORIAL TO THE AMERICAN EAGLE

At the Eagle there will be two speakers, songs and a chance to show your support. Childcare will be available

For a number of years now Canberra women have spent part of Anzac Day marching, singing and laying wreaths in memory of all women of all countries raped in all wars. We march to mourn our sisters raped in war, and to bring to public attention rape as a violent act of oppression, used against women in both war and peace time. Rape is a manifestation of a whole spectrum of sexual harassment used to oppress women, to keep us in our place as second class citizens, as the collective property of men. Our male dominated society ignores, hides and finds excuses for the sexual harassment and rape of women by men. In so doing it generates an acceptance of this oppression of women as an extension of the ideology which gives men the right and power to act on women's bodies without our consent. Rape is an issue of power not sex.

War is about the seizure of power through the forced seizure of property. Since women are regarded as the property of men, rape in war is seen as the prerogative of fighting men. It has long been an integral part of warfar cutting across all boundaries of nationality, country and type of war. It is used as an assertion of dominance by both the victors and the vanquished. It is used to break the morale of the people in an occupied territory — the old maxim 'Loot the towns and rape the women' is familiar to all of us as standard operating procedure.

Many women can testify to the horror of rape in war. History has not given them the space to speak. Rape especially in its use as a weapon of war is condoned by the silence that surrounds it. Women have marched on Anzac Day in an effort to break that silence.

Women have chosen to march on Anzac Day because it is the day on which Australians remember the horrors of war and mourn those people who have suffered, and still suffer its violence.

In 1978 Canberra women marched in small numbers, peacefully and without incident. In 1980, sixteen women tried to lay a wreath at the War Memorial cenotaph; fourteen were arrested as they tried to disperse after a confrontation with police. In response, many more women planned to march on Anzac Day 1981, and to be much better organised than in previous years.

Shortly before April 25th 1981, the Minister for the ACT, Michael Hodgman, pushed through an amendment to the Traffic Ordinance which allowed for the arrest of any person who, there was 'reasonable grounds for believing', may disrupt the parade or ceremonies held by the RSL on Anzac Day. There was a public outcry over the amendment as an infringement of civil liberties, and perhaps for the first time, the conservative power of the RSL was brought to public attention.

Meanwhile Canberra women had been organized to ensure that their march could proceed as a positive and non-violent action. Affinity groups were formed to provide physical and emotional support for everyone involved, and women familiarized themselves with the tactics of non-violent actions.

In 1981 over 300 Canberra and interstate women met and marched between two banners which read: 'In Memory of All Women of All Countries Raped in All Wars' and the women were met by a police blockade. The women then agreed to break into two's and three's and head towards Anzac Parade. The group reformed on Anzac Parade and the police moved in arresting 61 women. Over 200 women successfully marched behind the RSL parade to the cenotaph where they laid wreaths and spent a minute in silence. Many women then moved to the police station and held a vigil outside, in support of our sisters inside.

In the following weeks there was nationwide debate over the action and the legislation which permitted the arrests. Many telegrams and letters of support were received from women all over Australia. The Rape Crisis Centre in Sydney received 21 calls from women who had been raped in wars, and who were thankful that the silence had been finally broken.

This year, women will march again. If you would like to join us in our non-violent action, please meet at 9am on the 25th April, at the bottom of Anzac Parade. Childcare will be provided. Feel free to bring along flowers or wreaths. We will be marching up Anzac Parade to lay wreaths and flowers in memory of all women of all countries raped in all wars.

Following the wreath laying, women will proceed to the American Eagle via Anzac Park.

At the American Eagle there will be a rally to show our solidarity with Central American Women in their struggle for national and personal self determination. Why Central America? Women Against Rape has always stressed that our actions speak for all women of all countries raped in all wars. With this in mind we direct this year's focus towards the current situation in Central America where war is presently being waged. This action is particularly appropriate given President Reagan's recent pledge to increase military aid to right wing forces in El Salvador, and because rape of women is used as a specific front line tactic there. In rallying we remember the suffering of these women and express our solidarity with their struggle.

In Sisterhood,

The Women Against Rape Collective

In
Memory
of Women
Raped
in War

RAPE
IS WAR
AGAINST
ALL
WOMEN

LEST
THEY
RECALL

6x5-189 1+1 672-8
 $y=bx$
WOMEN
 $\int dx(x^2 \div 7)4 =$
AND
MATHS
 $(x-w)(3x)$ $4(6+2)^9$

TEN 2hour Sessions at NO COST + Individual Tutoring — BOYS = Women and Maths

TEN REASONS WHY WOMEN AND MATHS IS NOT SEXIST

1. Studies by the Australian Teachers' Federation and the ACT Teachers' Federation consistently show that women students are disadvantaged throughout their high school years in the field of maths, science, physics.

2. Men often use the 'power' of quoting numbers, statistics at women.

3. Psychological and Sociological inquiry reveal that women are not ENCOURAGED to participate in maths and science.

4. Men have EVERY opportunity to learn mathematics skills at high school and tertiary level.

PARENTAL EXPECTATIONS:

5. Boys are generally encouraged to participate in science, maths subjects, women are generally encouraged to follow humanities as a field of enquiry.

6. Because women (part/time, mature age) have other responsibilities e.g. childcare it is important to provide them with a location (on campus) and a time (evening, with childcare provided) to assist them in developing essential number skills.

7. An environment, relaxed and informal, with a female tutor, can provide women with the opportunity to learn Remedial Mathematics

REMEDIAL MATHEMATICS

8. This indicates that women have attempted to learn number skills with boys (in high school) and this has failed (the boys learnt maths; the women didn't!!). A programme which is WOMEN ONLY can rectify the sexism inherent in high school and tertiary situations.

9. An environment which is MEN FREE can benefit women because they do not have to compete with boys; nor do they have to fight for the right to speak or be heard!

10. WOMEN NEED WOMEN ONLY SPACES. ALWAYS HAVE. ALWAYS WILL!!

Susan Carcary
 Chair Clubs & Societies

Forget menstruation, try mensuration!

WOMEN AND MATHS

Woroni interviews Ms Sally Warren, who will be teaching the Women and Maths programme at ANU.

Ms Warren is a mathematics teacher currently employed at a Canberra high school.

Woroni: Why is there a need for a woman and maths programme at ANU?

Sally: Many women at ANU may need assistance with mathematics because they have been disadvantaged during their high school years.

Woroni: A what level of maths competence is the course aimed?

Sally: The course has no specific admission or entry levels. Any women, no matter what their ability or background is, are welcome if they feel their maths skills are not sufficient.

Woroni: What do you intend to teach? Will it be relevant to the number-skills problems that women might face?

Sally: The classes will be geared to the needs of the participants. Some topics that may be looked at are: ratios, percentages, fractions, decimals, statistics, basic computer skills, weights and measures.

Woroni: How will classes be structured?

Sally: Each class will be two hours long. The first hour will be spent learning some skills, and in the second hour we will look at specific problems in the subject area, and in doing practice exercises. For example, we may look at the interpretation of word problems requiring mathematics. We

Woroni interviews Mary Barnes, a senior tutor in mathematics at Sydney University, and one of the grantees in the Schools Commission Projects of National Singificance. She has been working on a project of Increasing the participation of girls in mathematics.

Woroni: What is the background to this project?

Ms Barnes: As early as 1978, research in the US resulted in the publication of a study entitled *Overcoming maths anxiety*. This identified some of the particular problems faced by women in the field of mathematics.

The NSW Minister for Education held a conference in Sydney in 1981 on the subject of girls and mathematics. The research discussed at that conference included information that girls, even as early as at pre-school level, are discouraged from using blocks and other mathematics-skill development tools.

Ms Barnes: Research on sex differentiation of brains is inconclusive. If there are any inherent differences, they are very small. Major differences between the learning abilities of women and men in mathematics have been shown to be caused by sex-role socialisation.

Woroni: What actually happens to women studying maths at school?

Ms Barnes: Girls experience a conflict when they do well at maths in school. The dominant image is of maths as a male skill. Girls see themselves as female and thus high achievement in maths is inappropriate. This sets up anxiety and loss of confidence.

Girls tend to attribute their success in maths more to hard work and luck than to their ability. They also tend to attribute their failure more to lack of ability than boys do. Therefore women tend to persist less in learning mathematics.

Woroni: In what ways are women discouraged from learning number skills?

Ms Barnes: Because at the socialisation of girls and boys into certain gender roles, mathematics is not perceived as useful by girls. Many teachers and women students are unaware of the changing role of women in society and anticipate only a narrow range of traditionally female occupations for themselves. Intervention is required to remedy this because of the impact of technology on our society.

Maths is of increasing importance for many types of career. Mathematics acts as a critical filter that cuts people off from a range of jobs in technological areas.

Woroni: In the past, some research into learning has claimed that women's brains are biologically less suited to number skills than men's brains. Do you think there is any validity in this claim?

Woroni: What has the project for increasing the participation of girls in mathematics been doing?

Ms Barnes: The aim of the project is intervention. It has focussed on girls in years 7 and 8 and organised seminars and conferences for schoolgirls in NSW. The project is also working on in-service courses and conferences for maths teachers. Eventually the project hopes to produce remedial maths kits for encouraging girls to do more maths in school.

Woroni: Do you think that running a Women and Maths Programme at tertiary level is worthwhile?

Ms Barnes: Oh yes. I've met many women trying to do things that need a maths background and suffering for lack of maths. Also women often find themselves barred from promotion from lack of mathematics related skills such as finances, graphs, and statistics. What you are doing here at ANU is a very good thing.

ALL WOMEN WELCOME!

Canb. Times 2-4-83

Maths olympiad team

Six Australian students have been named to represent Australia in the 24th International Mathematical Olympiad, to be held in Paris in July.

According to the Australian Mathematical Olympiad Committee, there are sufficient funds to send only three students to the olympiad. The others' attendance

depends on whether the committee can raise \$2,300 for each.

The team announced by the committee is: Mr David Baldwin and Mr Richard Moore, from South Australia. Mr Andrew Keppert, from Western Australia. Mr Dirk Vertigan, from Tasmania. Mr Christopher Watson, from Queensland, and Mr Stephen Tyler, from NSW.

ALL BOYS!

where: philosophy seminar room
 H.A. bldg. A.N.U.

when: every 2nd thursday

14.4, 28.4, 26.5, 21.7, 4.8, 18.8,...

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AUS NEWS

AUS STUDENT REP TRAINING CAMP

On the 26th, 27th and 28th of March, Karen James and I attended a Student Representative Training Camp at the Eureka Camp in Victoria. The purpose of the camp was to set down guidelines for effective student representation on administrative (university) committees. Overall, the camp was successful in its aims and at the same time was enjoyable. The three days of workshops, although draining, were an effective and mostly entertaining way of introducing new activists to the necessary skills of proper representation.

The workshops included how to lobby effectively, how to build up a profile, archives and their importance, committee structures of universities, CAEs and TAFEs, meetings procedure — how and when to use it and public speaking and the first steps towards getting over nervousness. Just as important as the workshops were the more informal practices of meeting people from different campuses and swapping information.

The relaxed atmosphere of the camp, situated in the bushland outside of Melbourne, amongst green gums and bellbirds was extremely conducive to making friends and meeting old friends. It is important to remember at these conferences that you share an interest with all of the other participants. It is therefore not as difficult to strike up a conversation with a person that you don't know. *Remember:* meeting people from other campuses is one of the best ways of broadening your perspective of university, learning new things about yourself and enjoying university *more!!!*

RESULTS:

1. A Regional Student Representative Camp/Conference to be held in Canberra in about June.
2. A workshop to be held at the Re-Orientation Day, 15th April at the CCE. See the details on another page of this Woroni.
3. A series of workshops for first-year students to be co-ordinated by the AUS Secretary to learn skills for effective representation. Already suggested topics — public speaking, meetings procedure, lobbying — other suggestions welcome.

Sally Skyring
AUS Secretary.



AUS Secretary, Sally Skyring, on the job.

AUS PIECES —

EDUCATION ACTIVIST CONFERENCE
23rd, 24th, 25th APRIL
S.A.CAE, CITY CAMPUS
ADELAIDE

If you are interested in attending please put your name on the AUS NEWS board, near the S.A. Office.

General Executive Members Cathy Crawford (UWA) and Margaret Kavenagh (Uni Newcastle) have resigned. Nominations for Cathy Crawford's position have already closed but not for Margaret's. You still have a chance to nominate someone. All constituent campuses will take part in the election — **MAKE SURE YOU VOTE.**

That's about all. I will be in the S.A. Office between 12 and 2pm every Thursday if anyone has any comments, criticisms or needs help and information. Feel free to come and see me.

Yours in Union,
Sally Skyring
AUS Secretary

A NEW ACTIVIST'S VIEWPOINT

On March 26th, 27th, 28th Sally Skyring and I attended an AUS Student Representatives Training Camp near Melbourne. The following are a few impressions of this conference and the benefits I gained from it.

The Lobbying workshop laid down effective guidelines for student representatives to follow in approaching both university admins and politicians. Topics covered were: different approaches lobbying groups must make to those people; the most effective number of people to have; the importance of lobbying as part of a wider campaign, not as an end in itself; the necessity for clearly defined goals; knowing who has decision making power and how to reach those in power; the usefulness of petitions and; the importance of continuity in information available to student representatives i.e. personal contacts, files etc. The best piece of information to emerge from the workshop was, of course, don't get too pissed when meeting politicians in the Non-Members Bar.

Archives — the accumulation of relevant information on student campaigns, meetings, past office-bearers and issues on campus. This, though boring and time consuming, can be a very useful and rewarding pursuit. Good archives are invaluable sources of knowledge on the stances taken by previous reps on recurrent issues and can help in co-ordinating campaigns etc.

A workshop dedicated to ASIO was Profiles — how to build up files on people on committees and their positions on relevant issues etc. Profiles are a vital part of any student campaign as they give reps on committees much valuable information which would be lost or forgotten otherwise.

People were also given the opportunity for developing practical skills in lobbying, public speaking and meetings procedure. All in all the camp was very successful with every person contributing and learning a great deal.

by Karen James

STUDY AND POSTURE — ATTAINING CORRECT HEIGHT

People spend a lot of time sitting at desks, it is important therefore that sitting should be as comfortable as possible. Very often the chair and desk we use have not been made to complement each other and need to be altered to make them compatible. The following is a test to apply to your own desk and chair to ascertain their suitability.

- 1) Sit in the chair with feet flat on the floor, toes pointing forward.
- 2) Keep your back erect but not rigid with the abdomen just touching the edge of the desk (you will need to pull your chair forward).
- 3) With your arms slightly wider than shoulder width, rest the forearms on the desk with the elbows at the edge of the desk (the same edge that your abdomen is touching). Have your palms down with the fingers pointing forward.
- 4) The head is upright and the eyes are looking forward.



If in this position there is no strain on any part of the body then you, the chair and the desk are at a correct proportional height.

Often there will be a strain at the shoulders because they are being pushed up and in the lower abdomen because the knees are higher than the hip. To correct this place pillows or some other material on the chair until the position described above is comfortable.

If you feet won't sit flat on the floor, the chair is too high. Place something under your feet and test again. Often you will also need to place pillows on the chair.

Very tall people will be stooped over the desk. This can be corrected by placing firm objects under the legs of the desk. Make sure they are large enough to prevent the legs from slipping off. You may also need to raise your hips by placing pillows on the chair.

NEXT ISSUE: POSTURE AND YOUR ENVIRONMENT.

UNDERCURRENT

UNDERCURRENT

Again, I am indebted to Impact Records for their marvellous co-operation in the use of their records and facilities. I am also looking for more people who are handy with photographic equipment for taking photos of bands. Either drop a line to Woroni or see me in my office (casually referred to as the Union Bar) after 6pm most weekdays. Thanks again.

Marcus Kelson



Randy and the Roots/Peter Tosh.
27.3.83. Bruce Indoor Stadium.

Randy and the Roots (no it's not the greatest name for a band) delivered a fiery Reggae, funk, afro, beat for about 45 minutes but more about them later. The Prince of Reggae gave us a set of favourites including Legalise it, Rasta man, and Get up, Stand Up. But I don't know to what extent he was involved in the music. His backing band, full of doo wops and great percussion kept everything together with fire and conviction. Peter Tosh might have been really cool but to me he just seemed bored. Warranted, the Bruce Stadium is more like an air hangar than a music venue; and the stage was a ridiculous eight or ten feet above the audience. But for \$15 I think it was grossly overpriced for what we ended up getting. I enjoyed it but I've been staring at the same bowl of bran for the last four days. Ah, the price of commitment.



Randy and the Roots 30.3.83
Scrape out.

This unfortunately had such short notice there would have only been about 20 people at the Stake out that night. But my god we were entertained. The Roots did three sets of incredible and potent dance music. While it all has that reggae feel the two percussionists brought in complimentary African drum rhythms. Trumpet and sax were brilliantly juxtaposed and the man who sang I think is even better than Marley used to be. It's high praise for a not so well known Melbourne band, but it is deserving. Randy and the Roots have to be one of if not the best Reggae band in Australia. And just quietly, they upstaged Tosh two nights previous.

The Lighthouse Keepers/The Particles
26.3.83. University Bar.

Rocka est Nocha; a good night was had by all. First were the Lighthouse Keepers. They did some 50's and 60's covers, heaps of originals, and their soon to be released single 'Gargoile', was the gem of their set. It's great to see people playing basically for fun and for themselves. Refreshing.

'The Particles' had the mood set by the last band and bounce on they did. I think they started with 'The Letter' and as I'm sure you've heard it all on community radio you knew the words as well. 'Penguin' 'Remington Rand', (love computer style) and several other songs passed and kept everyone happy. But with all this infectious dance music, 'Driving Me', 'Talking over the back fence', 'The Truth about You', and 'Telling Lies' gave insight into elements of compassion, empathy, and, a little sadness in their music. The 'Trumpet Song' let the man behind the brass show us his stuff and show us he did.

If I have any qualms then it has to be in their cassette player of a drum machine. Changing tapes and 'fucking around' doesn't do a hell of a lot for spontaneity.

However, 'The Particles' music is new and it's different. The use of trumpet, organ, power bass and stunning vocals have come together as a unique whole. Try and catch them if they're down here again, it's worth the effort. Where have I seen that bass player before.



The Particles

LIVE MUSIC

Daded Nyne/The Same, 22.3.83.
University Bar.

The Daded Nyne I liked quite a lot. They are simply an enjoyable, unpretentious pop band. They had an excellent audience response which I think will see them gain quite a strong following in the near future.

After the poppy boundy beat of the Daded Nyne I just stood around feeling a bit boozed, a bit bored; wondering where my next beer was coming from, you know - the usual.

Fortunately 'The Same' are not as their name implies. Punch Punch. The new music has been grabbed by the neck and shaken again. A five piece band with powerful male/female vocals and saxophone sustained by a strong rhythm section reminded me a little of the Birthday Party and the Laughing Clowns, but only a little. Unlike those other two groups, all five members of this band contribute to the song writing. This in turn gives a depth and similarity an air of nuance and subtlety. As you may have noted I was suitably impressed.

I think at this point in time what we are seeing in Australia is the emergence of bands that are looking to Australia; and not by necessity to England or the USA. The music is different and uses a lot of underlying themes we've seen in English music over the past five or six years. But its subsequent development has had that unique touch which has made groups like Hunters and Collectors, the B. Party, and the Clowns undeniably Australian.

The Same have not only continued but are developing from that. For a band that has only been together for six months I think these people have the potential to go a long way.



A Particle

PIX by Kevin Prideaux



SINGLES 7"

Kajagoogoo. OOH to be AAH EMI.
"Clothes are all the rage. But don't expect too much, they can't perform miracles." Super slick single for the hair-cut set. Except these people use this form of synth-funk to criticise the two dimensional. They'll play it at Tricks but I wonder how many will listen.

Kajagoogoo. Too shy. EMI

Not quite as good as the previous OOH. Still, there is that scathing edge.

Terraplane. I survive. City

It's really good rock n'roll man, yeah, yeah, puke.

Ruts. Stepping Bondage. Bohemia.

Fucking good thrashing at 100 mph. Punk with vigour; quite a novelty. Gary Bushell, prime journo jerk for 'Sounds' magazine said "Not that you could call it music. That was half the trouble — all that blam blam blam". 'Lobotomy' and 'Rich Bitch' on the flip are excellent also.

Echo and the Bunny Men. The Cutter. Korova.

I'd rather not comment.

Mama's Boys. In the heat of the night. Ultra Noise.

It was Paul du Noyer in the New Musical Express who said "All heavy metal is not the same. Some goes Kranga Kranga Krang, some goes Cludkda, clankda, clunk, this goes Chunga, changa, chung." I guess that just about says it all.

Belle Stars. Signs of the Times. Stiff.

"We're strong in bed, you're weak in love." The lyrics are confronting, the music is eminently danceable. Madness on the flip sees the Belle Stars using funk music with refreshing fun. The lyrics are again something to look for.

The Gonads. Delilah. Razor.

Yes, it is that Tom Jones classic of yesteryear. It's dreadful; the Gonads know it, I know it, and anyone who listens to it will know it; but fuck it's good.

The Divinyls. Siren. Chrysalis.

Another power packed song from one of the best Rock bands in the country. Much better than that Science Fiction rubbish. 'Elsie' on the B.Side is a slow and deliberating song of one woman's fucked up loneliness. "Her bed smells of bugs and fornication". Quite incredible.

Roman Holiday. Jive Dive. Zomba Music
Straight out of the swing era and into the eighties. Lyrics, while not as good, are reminiscent of Cole Porter; and so much style — yeah.

Joe Jackson. Breaking us in two. Festival.

"Why does what I say hurt you. Doesn't mean that we are through. Always something breaking us in two." People live in each others pockets, misinterpret, become frustrated. A realistic look at what most of us do, whether we know it or not.

Wessex 82. Sub-humans — no thanks

Pagans wave goodbye to your dreams. "Saying no thanks sonny, turning Punk into money doesn't work any more." I like this sort of Punk because they sing about what's important to them; and they do it with real belief, unlike the Exploited, et al, I'll bet these guys don't wear Gucci bondage trousers.

Naughty Rhythms. Without your love. Pink Label.

"Without your love I would surely die." Who could conceive of such garbage. Ska that has been so polished the only thing left is a hollow shell.

Threats. Go to Hell. Rondelet Music.

Unlike the two previous Punk records reviewed this week this is just a load of crap; and ave anuwer pint mate. Pathetic.

Split Enz. Next Exit. Mushroom m

Next Exit? I hope they take it.

Pete Shelley. Telephone Operator. Island.

From one of the best and most underrated song writers around since '76, this gives a spurious insight into the man you can never see. Heaps of trumpets and bass. Buy this one.

Shriekback. Lined Up. Y Records.

I've heard a lot better from this group, but give it a listen anyway.

Talk Talk. My foolish friend. EMI.

If you like this sort of music... just about to make another one of those garish cliches... um, or don't worry about it.

Tears for Fears. Change. Phonogram.

They are part of that amorphous mass of groups who use little more than computers and lyrics. But Tears for Fears utilise their instruments in a refreshing, original manner. This is a very good single.

Dexy's Midnight Joggers. The Celtic Soul Brothers. Phonogram.

Without a doubt this is the best single Dexy's have ever released. Helen O'Hara's fiddle playing is the best thing Rowland has ever had to complement his brilliant lyric sense. "Comin on through"

Kiss of no return. Kiss of no return. Island.

Unlike Tears for Fears this group is still in that mire of synth crap, and I hope to God they stay there.

U2. Two hearts beat as one. Island.

A sparse and raw single just when I thought U2 were going to disappear into the world of over-production. This is good pounding Rock (and I don't mean the yeah, yeah, variety). It comes with a free single of 'Two Hearts' produced by the very capable Steve Lillywhite.

The Lighthouse Keepers. Gargoile.

Relationship breakdown, what one person does for another without the other realising it. Cycles and confusion. Consistent rhythm and great lyrics. Buy it.

SINGLES 12"

New Order. Blue Monday. Factory

While not quite in the avant garde of modern music these days Blue Monday gives us a refined and interesting New Order. It's also a great disco single. Just can't understand though why they've got the same song on the other side.

ALBUMS

The Go-Betweens. Before Hollywood. Rough Trade.

The Go-Betweens are a group crying out for recognition. Not just recognition as a group but also that which comes from askance in their music. And to that end the first side opens with A bad debt follows, Before Hollywood, and in Two steps step out... "I haven't heard advice that I can trust, And all this sweetness turns a throat to rust." Dusty in here (like Cattle and Cane — the single I reviewed last week) has that note of melancholic reminiscence. The final song on that side, Ask, is of a man's interest in a woman (how rare) but the response is "No eyes, just ends, we're just friends, Shut it..." Ultimately she is too cool and he just wants to find out what the hell is going on "Don't shut it, don't shut it, don't you care?"

Side two opens with the evocative 'Cattle and Cane', 'By Chance' is merely OK, But 'As long as that' again brings forth these themes of sadness, confrontation, interest, and askance. Musically, there is a sort of late night creepiness to it. 'That Way' is the final song. A woman who has in the past been critical of the show biz 'has been' has become that way herself. It is a quickly paced song and delves into how we can all be off-handed, and in that way somewhat hypocritical.

To conclude, Before Hollywood is a moody, understated and thought provoking work. The snappy three piece combination sustains and contributes to those feelings. I think it takes a lot of getting into, but those who are willing to give will be justly rewarded.

Tears for Fears. The Hurting. Phonogram.

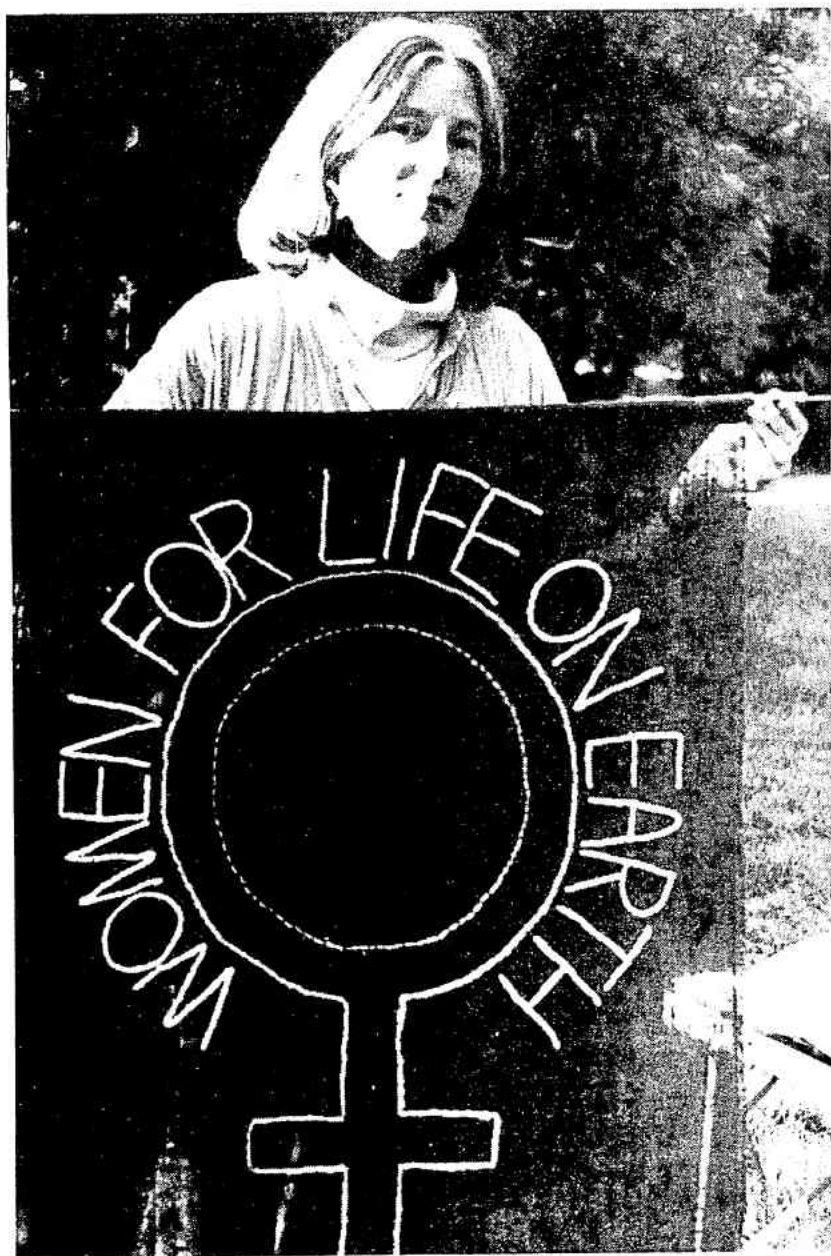
'The Hurting' sets the slow melodic pace of this record. And hurting is what it is all about, "Feel the pain, feel the sorrow. Touch the hurt and don't let go." 'Mad World' was the previous single. We all know it, and if you don't you should. It's pretty good. 'Pale Shelter' and 'Ideas as Opiates' as their titles suggest are along those lines of what people think they need and how they suffer for their self-deceptions and expectations. 'Memories Fade', again a love that has waned, "The more I talk, the more I say, the less you hear," and again "Memories fade but the scars still linger."

'Suffer the children' opens side two. Here Tears for Fears show us all how easy it is to neglect children, when they need that affection and caring as much if not more than us oldies. 'Watch me bleed' has full on beat and pulsating rhythm yet

"Here the table is not bare, I am full but feeling empty For all the warmth it feels so cold For one so young I feel so old."

'Change' I reviewed in the singles and by god it fits in well on this album. If there is a bad track it is 'Prisoner'. Here poignancy sounds self indulgent and the wailing background vocals don't seem to make any sense at all. 'Start of the Breakdown' is possibly the best track on the album. Production is sparing and the lyrics stand alone. It's about when you're involved with someone and one day it seems different. The things you say she/he doesn't understand. Fights for no reason. It's confronting because it's something we've all been through and daresay will again.

In all 'The Hurting' is what those personal things are all about. Tears for Fears realise, as I think we all must, that those situations are rarely clear cut. People change their moods, associations, become confused etc. The music is generally tight and quickly paced. This offsets the lyrics and gives an ambience to the music as a whole, leaving us with perhaps a little more understanding of ourselves, and the people we become involved with. The best record of its kind I've heard for a long time.



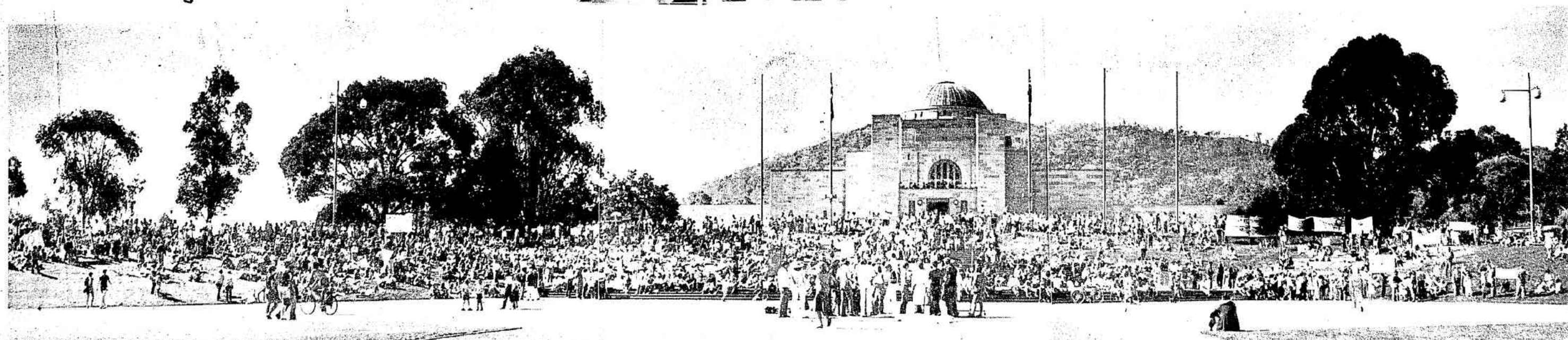
Margaret Bearlin

PEACE RALLY

STUDENT DISARMAMENT GROUP
General Meeting, Monday April 18th
7.30pm, Union Board Room: ALL students welcome!



Margaret Roadnight, Susan Ryan, Ross Kingham + trees



the education collective *presents* RE~ORIENTATION DAY

When you arrive at ANU you are bombarded with a great deal of information — you have to go on library tours, get your student card, find out where the Student Association Office is and what it can do for you, find your lecture rooms, sort out your tutorials, and on, and on, and on. In the midst of this overload you probably managed to attend (if you're an economics, law or arts student) the 'everything you ever wanted to know about your faculty' sessions run by the education collective. And there, you were given a great deal of good advice on assessment, curriculum, student representation, student services and the importance of student solidarity — all of it given by students, who, after years of fighting for the kind of education they want, know what they're talking about.



It may have been that you didn't know what they were talking about — then. But you probably would now — and so will 2nd and 3rd year students. Many of us spend our first weeks down in the refectory, trying to pretend that it's um, atmospheric, our paperback volumes of de Beauvoir tecked away in our haversacks, waiting for Jean-Paul to wander past. By now, you've realised that you're more likely to encounter King Kong. So too do our other illusions fade.



This doesn't mean that you can't be having a good time. University can be great. But you're aware by now that it can be better — and that's basically what RE-ORIENTATION DAY — (Friday April 15th, 1-6pm, Centre for Continuing Education, Eggleston Rd. ANU) is all about. As well as providing a good opportunity to meet more students, we'll be having a wine and cheese and coffee etc — it will provide the perfect opportunity to re-orient yourself. The afternoon will start with all of us breaking into faculty groups to talk about the specifics of being a science, or an arts, or a law student. Bring along not only complaints, or problems, but also ideas for changing what's wrong, or for improving your course. For example, many science students feel that the faculty should tackle the question of science and social responsibility. Why invent a bomb that's going to kill someone? Can you take the Oppenheimer line that you don't not invent something just because you think that someone might use it the wrong way?



You may be finding that some of your courses are unsatisfactory — both in their content and in the way that they are taught. Some people have already dropped out of some courses because the workload is ridiculously heavy; some people have decided that they can't stand it and have dropped out altogether. There are classes which were badly 'done-over' by an aggressive lecturer when it came to 'consultation' over an assessment scheme and there are classes who were never consulted at all. All around the place are people losing sleep because they don't really know how to write a 3000 word essay and they don't know how to get help. And already on this campus are many women who have been sexually harassed, and again, don't know what to do.



After the faculty sessions are over, and after a break, we'll form new groups discussing general questions. There'll be a group on assessment where we'll really get into different ways of marking people (does there have to be any assessment at all?); A group looking at different ways of studying; a session on student representation (why should we be on all those little committees, what are we doing, how do we do it?). We'll also be looking, among other things, at peace education.

The emphasis of the afternoon will be on *change*, not for its own sake but because it's important. Everybody's experience is valuable, come along and contribute it.

DISCIPLINED STUDENTS:

Knowledge at the ANU

It is a truism to suggest that knowledge is socially produced. Rarely are the implications of such a statement questioned or even stated, although they are raised every day in a student's education.

A student is confronted with a pre-given structure of knowledge. University is made up of degrees, faculties and departments. The justification for these divisions is the concept of disciplines, a unitary body of knowledge.

Every discipline has its origin in previous societies and attempts to compartmentalise knowledge in a certain way. The first questions that can be asked is whether the historical basis can be justified and whether it is still appropriate today.

It is also questionable whether it can be argued that a field is really a unitary body of knowledge. Particularly among non-science departments there is no consensus about how one studies the 'object of knowledge' or field. Often academics in Political Science, History and Sociology have more in common with each other than their colleagues in the department. In fact disciplines serve to mask very real differences in approach and method.

The double meaning of 'discipline' hints at a further problem in such a compartmentalisation. The jealous guarding of fields leads to rigid boundaries of demarcation and approaches. It is questionable whether this is productive. For example is the analysis of the welfare state part of Sociology, Political Science, History or Economics? Is it meaningful to look at such phenomenon through the bondage of one discipline? It is dubious to suggest that the needs of a specialist approach can justify blinkers or rose-coloured glasses.

The situation is made worse by the honours/pass distinction. The origins and theory of a department or discipline are often systematically dissected so that only some students are even allowed to know the basis upon which they are working.

By structuring courses in such a way, the university is treating socially produced knowledge as naturally divided. These structures are only called into question in the interests of cost-efficiency and savings rather than educational objectives. The implications of socially produced knowledge are treated as pre-given on administrative rather than on knowledge-based criteria.

Fortunately this sorry state of affairs does not have to be. There are programs already that attempt to adopt a trans-disciplinary approach and some departments offer theory courses for both pass and honours students. Majors can be created with units in different departments and joint prerequisites are listed.

More can be done. For example, the whole Arts Faculty could be restructured to allow for both administrative and educational objectives. One potential way is listed below. Obviously this is only one suggestion but it is worth being considered.

1. Course Structure

Rather than the existing departments and programs there could be four loosely-structured centres in the Faculty. Each centre would offer a variety of majors and there would be some interchange between centres in a variety of courses.

a) Political Economy Centre

This group would study the relationship between the political and economic aspects of society. Areas of investigation would include urban studies, development studies, Australian political economy, peace studies (war and peace etc.), comparative political systems and comparative economic theory.

Such a centre would largely draw its staff from Human Geography, Political Science and Economic History; with a few staff from existing Sociology and Anthropology staff. While the centre would be located in the Arts Faculty, it would provide majors for Economics students.

c) Language Studies Centre

As the name suggests the centre would provide a variety of courses in modern and ancient languages. In addition, it would run theoretical courses on language (linguistics) and service courses for literary elements of cultural studies.

The centre would draw from existing languages departments, linguistics and possibly take in Asian languages.

d) Environmental Studies Centre

This centre would provide a link between the Arts and Science Faculties. The aim would be to study humans and their environment, in the past and present. There would also be a philosophy and history of science strand which could also service science students.

A rough idea of the areas of study can be seen by the departments involved, Prehistory, Geography, Human Sciences, Psychology and elements of the Philosophy department.

2. Administration

A major justification for such divisions are administrative. One way it might work is

— One Faculty, made up of equal numbers of student and staff elected from the centre committees. There would be general staff reps and a Students' Association rep.

The Faculty would be chaired and administered by a dean, with two sub-deans to assist.

— Four Centre Committees, headed by a director appointed by the committee. The committees would consist of all academics in the centre and one student from each unit. Each centre would have representation on the Faculty. This would range from three staff and three students to six staff and six students, depending on staff/student numbers in the centre.

— There would also be advisory standing committees in each Centre (equal staff/students) on particular matters. As part of this there should be regular internal evaluations.

— General staff requirements would be based on needs, with perhaps a Faculty pool for printing etc.

— Student rights of consultation on assessment and course content would continue.

Conclusion

All of these suggestions are personal opinion — fairly extreme and no doubt you would have your own ideas. The point is, the current structure of say, the Arts Faculty is not necessarily the best one to achieve the aim of providing students with the conceptual, theoretical and analytical skills which universities should be about. Another structure may be better.

As students it is crucial that we start to think about the structure and nature of knowledge at ANU.



b) Cultural Studies Centre

Cultural Studies would be the largest centre in the Faculty, drawing on staff in History, Sociology, Anthropology, Fine Art, Philosophy and even Classics and English.

A number of fairly diverse strands would be offered. "Cultural Institutions" would run courses in art, religion, media, literature, education etc. There would also be Women's Studies and Social Theory majors. Finally, there would be "Historical Studies". This would not be history "by any other name..." it would provide transdisciplinary analyses of non-capitalist and capitalist societies, "ancient" societies and "modern" ones.

RE-ORIENTATION DAY PROGRAMME

1. -1.30pm

Mingling and Assembling over tea, coffee and sandwiches (provided)

1.30-2

(Un) Official Welcomes/(In)formal introductions. Explaining why we're here and what we're intending to do.

2-3

Brass Tacks

Why are we, and what does it mean to be, an

Arts

Asian Studies

Economics

Law

Science,

student? Going to your particular faculty session will provide the year's best chance for students of all years to talk together (and ask questions of each other) about the specifics of being enrolled in each different faculty. What troubles could you encounter in your later years? What are the *special* problems faced in each discipline? What has been done about them in the past? What can be done now? Bring you complaints and ideas.

3-3.15

Quarterhour collapse. Tea and coffee (and probably cream bickies)

3.15-4.15

The Common Cold session; problems *and* cures. Your choice.

a) Assessment and Coping What have I let myself in for? How to cope with the pressures that assessment will bring to bear on *you*! How to cope with that first essay — what's expected of you?

b) Studying and different ways to do it. Does it have to be this way? ANU students who have studied *collectively* in the past have found it to be one of their most valuable experiences. Nothing is as important as *how* we learn.

c) Student Representation. Why be a student rep? On what? How to be a student rep. Build your confidence and social skills!

d) Sexism in education. For women on this campus this will be a major problem if it hasn't been already. Your academic career can be hindered and you can be made to feel extremely uncomfortable, if not harassed and frightened. How to identify the problems and how to deal with them.

e) Social responsibility. What are we going to do with what we are learning? What does it mean to be a scientist, economist or lawyer struggling for change? Do our lecturers admit any implication for our world in what they teach us?

f) Education for Peace. When massive amounts are being pumped into nuclear weapons there is a pressing need for curriculum which challenges militarization.

4.15-5

Get your breath back. Wine, cheese and the amazing, deathdefying world-premier of the Bloody Silly Party, and thier scintillating student/social commentary!!

5-6

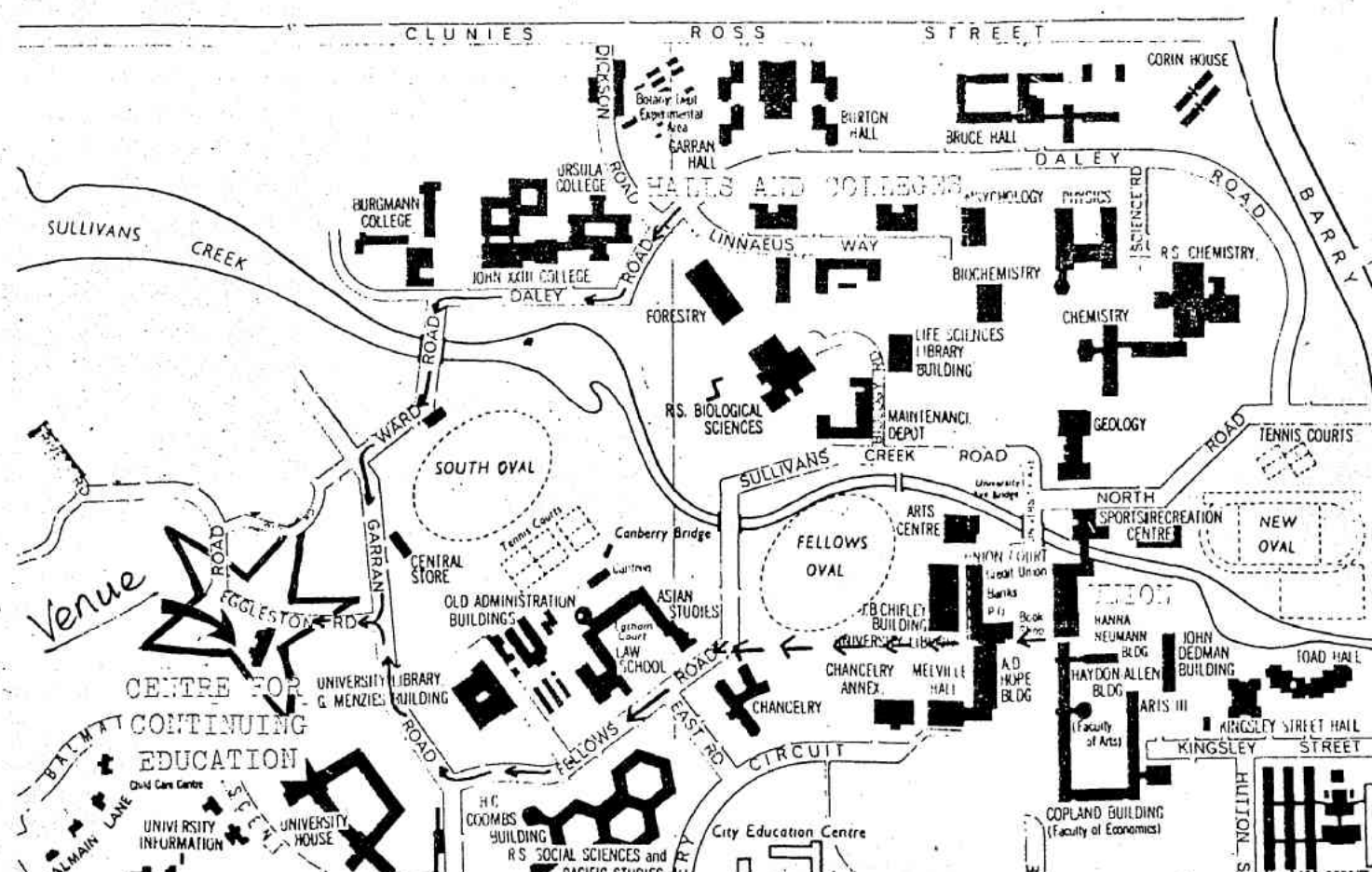
Wrap-up

Reporting back/bringing it all together.

Discussion on student activism, different ways and reasons for getting involved. Introduction to different groups already involved, History Students Co-op; Law School Action Group; Literature Society.

What has been done, is being done, and is still needed.

how to get there



student representation

Like most bureaucracies, ANU has a myriad of committees, boards and other decision-making bodies. Because of student activism at the ANU, this university is one of the most progressive in terms of student representation and participation in decisions and it is important that this year's student representatives continue to make the most of these hard won opportunities. It doesn't matter whether you are a student representative on a departmental committee or on University Council — you have an important role to play.

So how does one best represent students? At the most basic level student representatives should work openly and in constant touch with students. If student representatives always publicise when meetings are on and what matters are coming up, actively solicit student views and report back to students on what decisions were reached at the meeting, a lot more students will become aware of the importance of these committees and perhaps, for the first time, have an avenue through which they can contribute to departmental, faculty and university decisions. Further, by making students more aware of what is happening at these meetings, it is less likely that staff will ignore student initiatives since students will be informed of their behaviour.

Effective representation requires some knowledge of how a meeting is run and to this end a student representative should

be familiar with standard meeting procedure. It is not difficult to learn but it is absolutely essential for all students who wish to take their position as a representative of students seriously. Equally, students should be aware of some of the less formal meetings procedure which is usually employed in smaller committee meetings, for instance, the "we all seem to agree on that" approach. Many student initiatives have been lost by unfamiliarity with the different kinds of approaches to the running of a meeting and it is crucial that students are aware of their rights in those sorts of situations.

Most importantly, student representatives should not attend a meeting with the attitude that anything students put up will be ignored. Good student representation on issues with popular support can mean that students have some success. It was only for example, through effective student representation and wider student support that the proposed 50% cuts to Women's Studies was stopped at the beginning of this year. Remember you are democratically elected representatives of the student body and as such you must be prepared to argue for student issues. All student representatives should come to the Student Representatives Workshops at the Centre for Continuing Education on Friday 15th April — Re-Orientation Day — at 3.15pm to find out more about their responsibility as a student representative.

science students

Are you interested in your education? Do you choose what you learn, how you learn and how you are assessed? Have you thought about the specific problems and pleasures of studying science, and are you concerned about the social responsibilities and ethical questions that might arise from being trained in science?

The Education Collective is organizing Reorientation Day for Friday, April 15th. There will be a series of workshops, coffee, wine and cheese, socializing and other opportunities to discuss these and other issues. Students from all faculties will be involved — this is a good chance to make contact with people from other disciplines, who may have different views of life, education and everything. Now we are six weeks into the term, uni life is absorbing a lot of our attention and time, and it is worth exploring our attitudes towards it, feelings about it, and ideas for improving it.

General education issues will come up, as well as several of particular interest to science students —

— Assessment is important (too important?) for us all. In science units, the patterns of assessment are often handed on from year to year with minor alterations. Is this acceptable? What about alternatives like co-operative projects, individual research, reading programmes, fact-finding collectives and so on?

— What is the role of student representatives? How much influence do they have on the directions taken by their departments? Are they effective in helping in-

formation to flow between staff and students, and should their role involve more than this?

— Are lectures and tutorials satisfactory? They can often be very one-sided, with little contribution from students. Is there any way to change this situation?

— Labs take up many of our afternoons — are they relevant, useful, interesting or fun? Sometimes they are too long and difficult, or not challenging enough; often they are not co-ordinated with lectures. Are they a good way of learning?

— Science students generally have more contact time than arts students, and less independent work is expected of them — are there good reasons?

Sometimes it is said that science students never get involved in student activism, don't want to change things and don't have time to think about the kind of education they are taking part in. Sometimes it is said that the student organisations are not concerned with science students and offer them little. We have an opportunity to find out whether this is true, and if so, to change it. We all have thoughts about what we are doing here, why we're here is it worth it, and what could be done to improve it — let's share those ideas. Join in Reorientation Day, Friday 15th April. Location: Centre for Continuing Education.

LEGAL EDUCATION

Actually, I came to ANU to do Law so I could get a steady job as a lawyer and earn plenty of nice money. However, eventually, I comprehended that there are as many law students as practising lawyers in NSW, and gradually came to the conclusion that there had to be some other reason for being here (other than just "well, here I am, doing Arts/Law, lah dee dah"). But: these "other reasons" are not things the Law Faculty is likely to encourage you to think about. Aside of anything else, you will be very busy reading cases, studying for exams, learning what the law "is" (in itself, all by itself, with no tricky complications: those are left to "personal opinion", which you never seem to find the time to work out, which they never encourage you to express or integrate with your work, in fact, if you raise your hand and escape the sneers reserved for 'stupidity' (daring to admit the emperor's new laws make very little sense) by having Something to Say then you will most likely get sneers of derision, for having raised a question Which Is Not Examinable) (alright, there are a few exceptions in your five-year course).

You started studying Law to help people, to right wrongs? Here they just produce technicians. I gather that Legal Writing and Research now acknowledges (in passing) that Law has a history, that Law operates in a social context: hereinafter, all this can apparently be swept to one side. "We will get on with the facts." And so, the general structure and "purpose" of the law is mystified. We can't see the wood for the trees, if we only ever relate rules to rules (and leave the relation of those rules to human problems (for the extra-curricular). What sort of instrumentalising-dehumanising alienation is it when you Just Learn the Rules?

Example: the Law, coming from and part of a society which oppresses women, in its operation variously oppresses women. Particular legal rules work on sexist ideas, and have sexist effects (classically, the interrogation of rape victims: "is she a good woman or did she kind of ask for it"). Seeing these processes just as "what the law is", considering an amoral "apolitical" legal education natural, normal and neutral, just learning sexist rules (the rules of sexism) obscures, disguises, condones, maintains and contributes to the oppression of women.

It could be different. There are other ways of studying the law (check out the information in the Alternative Law Handbook, or better yet, meet someone who's done first-year law at Macquarie University — it starts with the philosophy, sociology and history of law: and after all it makes sense to have some idea of what you're doing, rather than just launching into it). We could look at law and laws in history and social context. We have nothing to lose but our chains (boredom and irrelevance).

PEACE

EDUCATION



You might not have noticed at this university, but there's an ongoing debate in all sorts of educational institutions, over the advisability of education for peace, and the merits of the different things that might come under such a label. Some people think Peace Studies is completely unnecessary, because "few people grow up actually opposed to peace". However, the arms race is still on, a war drive is being promoted, militaristic thinking and economic planning is being maintained.

For their own lives, and for their involvement in society and the world, people need to be educated in the skills, ethics and implications of non-violent non-competitive conflict resolution; not because we are 'naturally' greedy vicious weapon-wielders, but because the dominant culture, and most of our experience is organised around violence, power, humiliation, oppression, competition, and abuse-of-power-for-self-interest as an absolute norm, its own 'natural' inevitability. There are fairly clear implications here for kindergarten and primary school teaching, transmuting "I must win" and "Winners (authorities) may legitimate their violence" towards "I don't mind not winning" and "Let's work this out together". At the secondary level, it is commonplace that students are worried about nuclear war but only marginally aware of the scope and complexity of the political/economic/psychic military-industrial system. Peace

Studies could combine active, relevant inquiry into world issues, about which all citizens should know as much as possible, in which students definitely are interested, with the benefits of interdisciplinary education, in the intersection and interaction of global and national economics, political science, human geography history, the physical sciences and medicine (even, if you want, ethics and the moral philosophy of war, peace and violence). Contrast this unified problem-centred approach (and its immediacy for the student) with the more familiar 'English', 'History', 'Physics' type of learning about nothing in particular.

And what then of the university? Look around, after five weeks of classes: do your courses confront this military madness? Or do they run away, because: it involves politics (what doesn't?); it's off the course (then let's change the course); it's a matter of opinion (so what?); it's outside the scope of the discipline of (then what use is your discipline?); it's all a Soviet plot (oh, piss off). As for distrust of "those who wish to use the classroom for political purposes": should we trust those who disguise their work by pretending to No Politics, with their heads in the sand? Politics is not a matter of whether you want to or not: it's a universal condition. We are called upon to respond to the nuclear and conventional arms races: part of the problem, or part of the solution.

WHAT IS GOING ON AT THE UNION?

There have been amongst some circles, stories circulating recently that "The Union is on the brink of financial disaster", "That the recent audit showed up a diddle", "That the Union made a \$100,000 loss last year", and that "the Chair of the Union Board is a long-haired Commie". Only the last of these rumours is true. The recently conducted audit did show up a mistake in the accounting system, a mistake that had not been detected for three years. This in addition to other accounting errors has added \$50,033 to the Union's deficit. Which previously at \$76,846 is now at \$ 26,879. Members at this stage will quite rightly ask where the original deficit came from; what were the accounting mistakes that led to the increase in that deficit; and what steps the current Board of Management is taking to rectify the situation? It is my intention in writing this article to answer these questions.

Before beginning however, I would like to stress that this article involves a lot of talk about accounting procedures, carried over deficit and a lot of other things that are generally considered tedious and boring, but before you give up, I plead with you to read on although dull this article is important. Most people reading this article are members of the Union, it is vital that you know what's going on and once you've got to that stage, that you tell us (i.e. the Board of Management, not a royal first person singular on my part), what you think should be going on. This is why you elect a Board and particularly why there is a full time Chair. So that you can put your views.

The Original Deficit— How did it come about? There are two aspects to the original deficit, the first is the deficit that the Union carried in 1982. This was a large amount that came into being in 1980 when the then Board made an accounting decision, (acting on legal advice) that the University and not the Union in fact owned the Union Building. This decision necessitated the 'writing off' of the Building which had previously been considered an asset on the Union's books. Although this act caused quite a large deficit its main relevance was only in the event of the Union's dissolution although it did force the use of more borrowing than was previously engaged in. This then is the main cause of the deficit the Union started off 1982 with.

By the beginning of 1983 however the situation was worse due to a trading deficit of \$34,590 incurred during 1982. This was despite the fact that the '82 Board of Management passed a 'Break-Even' Budget. The main causes of the 1982 trading deficit were; electricity, wages and other costs were higher than expected, salary costs rose substantially due to the appointment of a Functions manager and substantial pay rises to management staff, functions, trade (particularly at Christmas), was below projections, and sales did not increase proportionally to other costs. Given these factors one could well ask why the Board at the time did not review its budget to cope with the outlined increases pressures. The simple answer to this is that the Board was not aware. The mid-year budget review only showed Functions doing poorly. In October the Executive Officer advised the Board that a \$10,000 loss might be expected but at Board Meeting 14 (in November) the Executive Officer is noted in the minutes as still hoping for a Breakeven result. A Board of Management can only act on the information presented to it. The 1982 Board of Management was not presented with sufficient information to allow it to recognize and act upon the impending trading deficit.

So the situation up to the conclusion of the 1982 audit was that the Union was carrying a \$76,846 deficit. At the conclusion of the audit a further \$50,033 was to be added.

The Accounting Errors - Where did they come from? The adjustment to the deficit figure following the audit is made up of the following items.

Increase in provision for depreciation	\$7,858
Decrease in stock levels	11,158
Decrease in other debtors and prepayments	2,368
Increase in other creditors and accruals	9,732
Increase in provision accounts	18,917
Total Adjustment:	\$50,033

The reasons given to the Board to support these changes were:

1. Increase in provisions for depreciation:
This was a result of an error in the calculation of depreciation in 1982 of assets acquired before 1982. The error occurred when the accrued depreciation for 1981 was automatically taken up as the 1982 provision, without allowing for the fact that certain assets acquired in 1981 did not accrue a full year's depreciation.

2. Decrease in stock levels:
This adjustment, so the Board was informed, was mainly the result of small pricing errors extended over large quantities of goods.

3. Decrease in other debtors and prepayments:
Upon consultation with the auditors annual leave prepayments of \$2,368 were transferred and debited directly to the annual leave provisions account.

4. Increase in other creditors and accruals:
This figure is mainly the result of accrual of ANU and Telecom bills (\$4124) and accrued interest in the Union's loan with ANU (\$85,308)

5. Increases in provision accounts: This figure is made up of	
Increase in long service leave	\$28,417
Increase in Audit fees	1,000
Increase in doubtful debts	727
Decrease in Annual leave	1,453
Decrease Liquor Licence Fee	1,774
Decrease Replacements Reserve	8,000
Total:	\$18,917

Obviously the main figure of concern in this area is the Increase in long service leave. This is in fact a culmination of errors made in 1980, 1981 and 1982. In 1980 the management adjusted the provisions for long service leave (at that time it was being overprovided). When they did so however, the actual agreement between the Union and the Federated Liquor and Allied Industry Employees Union (FLAIEU), was not thoroughly checked. The result was an underprovision. The adjustment made by Management was accepted by the auditors without requiring documentation. It was picked up by the auditors only this year.

So that is where the Union's \$126,879 deficit arose from. As can be seen from the preceding comments the present Board of Management has been faced with an increase in the deficit of approx. \$75,000 in the past four months, hardly

an enviable situation.

What is the Present Board Doing to Cope With the Situation?

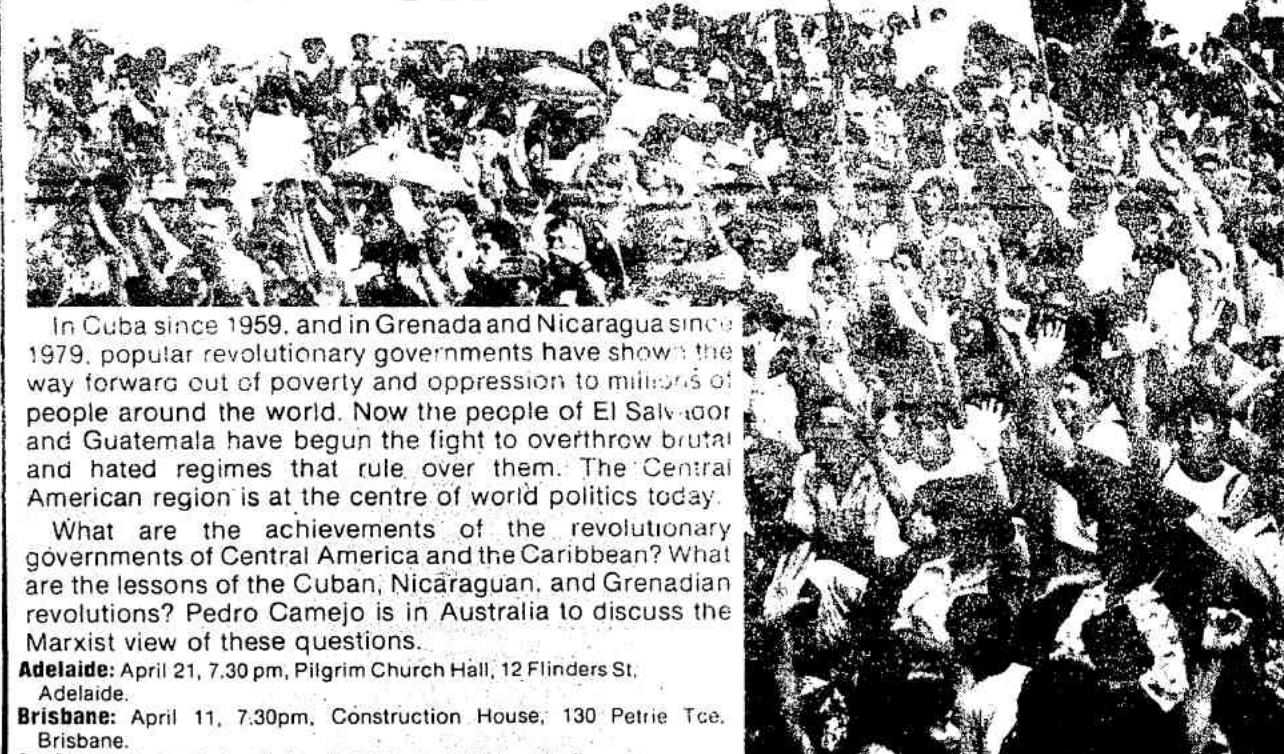
At its Budget meeting in January the Board approved a budget which made provision for a \$30,000 surplus. This was not a decision the Board took lightly but it realized that provision had to be made for removing the deficit (then thought to be at \$76,846). At its March meeting the Board reviewed its Budget in the light of the deficit increase as shown by the audit. The Board's action as a result of this meeting was to adjust its Budget in the light of the accounting errors revealed (e.g Long Service Leave provision and to reaffirm an (amended) \$30,000 surplus Budget. This revised budget was approved by a unanimous vote of the Board. It was the feeling of that meeting that to try and raise the surplus would be; unfair on both staff and members (who would be expected to pay large amounts of a historical deficit), and unrealistic in terms of achievability. This decision was again not taken lightly by the Board, as it meant reducing the subsidy given to food services, raising the surplus achieved in the bar and placing employees under more stress. However the present Board considered that given the situation it found itself placed in there were few, if any, alternate courses of action open to it. There are few people who could maintain that the Board has not acted responsibly in these very difficult circumstances.

M. Storey
Chair, Union Board of Management.

Pedro Camejo national speaking tour:

Public meetings

"The achievements of the Central American revolutions—the Marxist view."



In Cuba since 1959, and in Grenada and Nicaragua since 1979, popular revolutionary governments have shown the way forward out of poverty and oppression to millions of people around the world. Now the people of El Salvador and Guatemala have begun the fight to overthrow brutal and hated regimes that rule over them. The Central American region is at the centre of world politics today.

What are the achievements of the revolutionary governments of Central America and the Caribbean? What are the lessons of the Cuban, Nicaraguan, and Grenadian revolutions? Pedro Camejo is in Australia to discuss the Marxist view of these questions.

Adelaide: April 21, 7.30 pm, Pilgrim Church Hall, 12 Flinders St. Adelaide.

Brisbane: April 11, 7.30pm, Construction House, 130 Petrie Tce. Brisbane.

Canberra: April 16, ring John 47 8813, 49 2755 for details.

Melbourne: April 1, 8pm, Main Hall, University High School, Royal Pde, Parkville.

Newcastle: April 8, 7.30 pm, TPI Hall, Scott St, Newcastle.

Perth: April 24, 8pm, 120B Barrack St, Perth.

Sydney: April 15, 7.30 pm Trades Hall auditorium, Goulburn St, Sydney.

Wollongong: April 9, 7.30pm, 121 Wentworth St, Port Kembla.

CANBERRA LABOUR CLUB

April 16 2:00 - 5:00

Sponsors - ALP / CISCAC

Pedro Camejo has been a socialist and activist in the United States for over two decades. He came to prominence through his leading role in the movement against the Vietnam War. As presidential candidate for the US Socialist Workers Party in 1976 he won 100,000 votes, the largest pro-socialist vote in the US since the 1930s.

Senator Edward Kennedy described Camejo as "a worthy opponent" when Camejo stood against him in a 1970 election. Ronald Reagan, who was then governor, described Camejo in 1968 as "one of the ten most dangerous people" in California.

Camejo has lived and worked in Central and South America and has wide experience in the politics of these areas. He has visited Cuba and lived in Nicaragua for the 12 months following the July 1979 revolutionary victory.



LABOR'S ECONOMIC POLICY: EQUALITY OF SACRIFICE?

'... we shall ask all sections of the Australian community to show the common restraint and share the common burden for the common national purpose.'

— Bob Hawke, ALP policy speech,

16 February, 1983.

In the lead up to the March election, numerous commentators noted the similarities between the overall approaches by the ALP and the Liberal Party to the economic crisis. The emphasis was on restraint in each case, and the differences lay not so much in how the problem was presented (increased wages, inflation and low profit levels), but in the manner in which the problem was tackled. According to the *Financial Review*, the issue essentially boiled down to the question of 'who can deliver us from the recession and lead us into a prosperous period of growth once more by means of an incomes policy which will engage, and require, the co-operation of the labour movement'.

Offering to 'bring Australia together', the Labor Party succeeded in convincing many people that it had an economic policy which would be fairer in application than that of Mr Fraser. Under the rubric of 'reconciliation' and 'reconstruction', Bob Hawke offered the hope that all sections of the Australian community could work together, sacrifice together, and together pull Australia out of the depths of recession.

A central plank in this programme for consensus was the ALP's 'prices and incomes' policy. In light of the National Economic Conference convened here in Canberra, it is important that discussion take place on the basic proposals which Labor is putting forward as a means to improve Australia's economic performance.

The ALP-ACTU Agreement

The ALP has gone out of its way to seek the co-operation of the labour movement in the development of its prices and incomes policy. Basically, the current agreement between the ALP and the ACTU provides for the following items:

- * Guidelines for movements in prices, non-wage incomes and wages and salaries;
- * Means for public surveillance of key prices and non-wage incomes;
- * For maintenance of real wages, while providing that economic circumstances may be such that the timing of wage rises may need to be delayed;
- * For increases in the social wage through increased public expenditure.

Specific details of the agreement include things such as the establishment of a pricing authority, a return to a centralised wage-fixing system, a concerted effort to stop tax avoidance and evasion, a restructuring of the tax scale, the extension of automatic indexation with regard to social security benefits, and so on.

In order to institute its programme of economic reform and recovery, the ALP, like the Fraser Government before it, had indicated that it would use a deficit budget as an instrument for encouraging economic growth.

As we have seen in recent weeks, however, the Hawke Government has backed off its budgetary plans. The Treasury estimate of a \$9.6 billion deficit projection (rather than the \$6 billion figure referred to by ex-Treasurer John Howard), has stifled Labor's enthusiasm for its spending programme. Regardless of the fact that the Treasury calculations

were perhaps overly pessimistic, and were based upon first estimates of revenue and first departmental bids for expenditure (and as such are usually higher than the budget figures later approved by Cabinet), Mr Hawke has shied away from his election rhetoric about public expenditure. After all, he had declared that Labor would never allow a deficit of \$10 billion.

Writing in *The Canberra Times*, Gay Davidson pinpointed the shift in Hawke's thinking as a result of the Treasury predictions: 'Without considering for a moment that a deficit of that magnitude could conceivably be appropriate and responsible, he ingested the Treasury priorities, the good-house-keeping small deficit, and reining in public spending'.

This change in emphasis will undoubtedly have an impact on the ALP's prices and incomes policy. For if the Government is unwilling to increase the budgetary deficit any further, then who is going to pay for its programme of economic recovery?

Price and Wage Controls

The underlying rationale of the ALP prices and incomes policy is that wage restraint will lead to economic growth and more jobs. (The assumptions implied in this economic stance are, to say the least, incorrect. For present purposes, however, we shall limit the discussion to the practical consequences of such strategies, rather than engaging in a critical evaluation of the economic theory informing this kind of approach). Accordingly, the social agreement between the ALP and the unions is geared to making Labor's wages package as palatable as possible for the workers through reference to price controls, tax restructuring, etc.

Nevertheless, as Jennie George, a member of the NSW Teachers Federation has pointed out in an article in *Education* 'All the specific concessions are on the part of workers, without them being given specific commitments that their wages will automatically increase in line with the CPI or that prices and profits will be controlled by legislative means'.

We can briefly consider some of the reasons why it would be workers who would be forced to carry the burden of 'sacrifice' if the ALP policy is implemented.

i. Prices

There is absolutely no way in which a Labor Government could realistically and effectively control prices. The Prices Justification Tribunal of the Whitlam Government, for example, was extremely limited in what it was able to do. Arguing in the *National Times* that effective price control is impossible, Craig Emerson and Peter McCawley also point out the international character of trade is a major stumbling block to such control. Thus, 'And how do we tell our trading partners overseas not to charge us higher prices because we have a prices and incomes policy?'

Current trends and decisions by the ALP lend little optimism that the rate of inflation can be controlled simply by Government fiat. Indeed, as a recent *Canberra Times* editorial noted, 'Farm restocking, the impact of the devaluation and any further protection for the steel

industry are factors that will tend to keep the rate of increase in Consumer Price Index uncomfortably high during 1983'.

Without a genuine price index (which would include items such as petrol rises and interest rates), workers are faced with a systematic deterioration of the buying power of their wages. We might add here that already some 60% of the workforce earn less than the average weekly earnings, that there are over two million Australians living in poverty, and that in the last two decades people at the lowest end of the income scale have suffered the largest increase in the taxes they pay.

ii. Wages

The ALP policy would seriously erode the living standards of workers. The total wage 'paid' to workers is comprised of the industrial wage and the social wage. As previously mentioned, industrial wages would not necessarily be fully indexed to the rate of inflation. The maintenance of real wages is not guaranteed by the Labor Party policy, in the event that the economy further declines. In such a case, the workers would simply have to grit their teeth and suffer the consequences.

In a similar vein, increases in the social wage spending would not necessarily mean that workers would be the greatest beneficiaries. For example, the allocation of education spending often serves the children of the well off (e.g. private schools) to a greater degree than the workers' children (who face deteriorating conditions in the state schools).

Furthermore, workers would be paying for their own social wage increase in that most government revenue comes from direct and indirect taxes on working people. Note here that at its July national conference, the ALP decided to reject introducing any form of real capital gains tax.

Clearly it is workers who are being forced to take on the 'common burden for the common national purpose'.

Implications

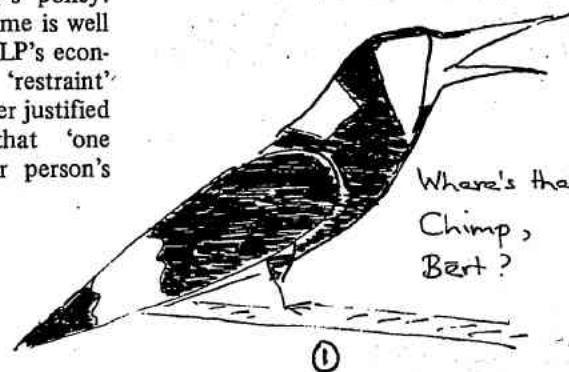
Although a full treatment of the ALP's economic programme is beyond the scope of the present piece, nonetheless, one can easily discern the general direction of the Labor Party's policy. The 'blame the worker' syndrome is well and truly entrenched in the ALP's economic strategy. The onus for 'restraint' is on workers, and this is further justified by arguments suggesting that 'one person's wage rise is another person's job'.

The prices and incomes policy is premised upon unions keeping the industrial peace in return for guarantees by the Government that there will be increased social welfare spending, price controls and the like. The consequences of this are twofold. Firstly, the social wage/no-industrial-action trade off would not alleviate unemployment and do little to stem the tide of mass sackings. It would, however, provide employers with cheap labour until even more cost saving technology had been introduced.

Secondly, in the event of the policy breaking down, the ALP would have a ready scapegoat for the economic ills of this country. And it would enable the Labor Government to 'legitimately' use economic coercion on the unions to bring them into line. This was in fact foreshadowed in January when Bill Hayden threatened that 'if the unions cannot bring themselves to maximise the special association between us, and if we cannot harness its potential as a result, a Labor Government will be left with no alternative but to use monetary and fiscal policy'. One shudders to think what Hawke (who is to the right of Hayden) would do in such an event.

By preaching a form of consensus politics which papers over the fundamental contradiction between capital and labour, and adopting policies geared to holding the might of the working class in check while making workers suffer the effects of the crisis, the ALP is embarking on a course of action which has explosive consequences for the future of Australian industrial and political relations. In doing so, the Labor Party threatens to undercut the popular support base which enabled it to gain parliamentary power in the first place.

Rob White



BEAKS 5-2

Being
Biggest
Liar of the
Year isn't
easy ...



... especially
if the lies
are as good
as Chimp's.



... or people
would know
when he's
lying.



Half-truths are
batter, Bert.



Get him to set up
a marriage
bureau called
National
Reconciliation.

ORGASM

THE HONEYMOON IS OVER: LABOR'S INCOMES-PRICES POLICY

One of the main planks in Labor's election platform of 'national recovery through reconciliation', has been the 'incomes-prices' policy, with what has been described as an 'historic accord' with the trade union movement as the basis of the policy. The question which immediately arises is what real consequence can emerge from such a policy as it is formulated, and whether it warrants support from the people who put the ALP in government. The inadequacies of the policy can be located by establishing the social issues addressed by the policy's economic measures.

An example of the sort of support which activists should NOT extend to these policies, and the potential traps inherent in such support, are provided in two articles in the Communist Party's (CPA) weekly paper "Tribune" (Feb. 23, 1983) (a more obvious though less stimulating example is offered by Pat Meaney in Woroni 3, but will be ignored for the purposes of this article). The focus, or at least the starting point, of this article will be a consideration of the limitations contained in the two Tribune articles.

One of the articles is titled "Unions and ALP in historic accord: unions now have role in economic decision-making", thereby setting the tone for the subsequent 'analysis'. The 'analysis' in essence constitutes a denial of the historic political, economic, and social strengths (real and potential) of the labour movement in this country, and in so doing provides unconditional support for Labor's 'reconciliatory' approach to the present economic crisis.

When the Tribune boasts that "overwhelming trade union support has been won for what amounts — on paper at least — to a radically expanded role for trade unions . . .", it unwittingly hits the nail on the head without reconciling the practical consequences of such an approach with the real needs of working people, unemployed, and other socially disadvantaged groups. It fails to conclude, firstly, that the accord, even on paper, is grossly unsatisfactory in coming to grips with the more pressing social needs; secondly, most proposals are incapable of going further than paper, and thirdly, it is not the sort of agreement which the labour movement can afford to be overly optimistic towards.

The agreement does very little by way of removing basic social needs from dependence on the constraints of the forces of an imaginary and idealized 'laissez-faire' style market place. Yet, when the policy gesticulates about "expenditure by governments that affect the living standards of the people", and that the policy should be "designed to bring about an equitable and clearly discernable redistribution of income", the CPA and its labour envoys obligingly swallowed the Hawke prescription, which was only lightly coated in left-sounding rhetoric, without looking beyond its labels.

How is the attractive "redistribution of income" slogan to be realized? The policy claims this will be achieved through a pricing authority and trade practice laws "to promote more effective competition and to reduce the possibility of excessive prices". One only needs to look to the unaltered muted Commonwealth powers regarding regulations of prices, and search recent memory of the ineffectual Prices Justification Tribunal, in order to understand how meaningless and unenforceable these measures are.

Another mythical assumption underlying this approach is based on the theory of an ideal economic system. The proposals rest on abstraction, rather than reality, on an ideal world of highly competitive markets where decisions are made rationally, and there is a free flow of resources, with wages and prices adjusting accordingly. Such abstractions exclude from supply and demand the existence of economic powers which exist in the real

world; they neither explain the real economy or the particular markets which exist within and operate upon it. Any description or proposed policy for the Australian economy must acknowledge the lack of competitiveness in many sectors, the orientation toward monopoly in industries with huge Australian and multi-national corporations dominating the market place, and dictating prices and operating procedures.

The limits to redistributing national wealth from profits to wages (monetary and social) are, under the terms of the policy, still set very rigid and narrow limits. Central to much of this way of thinking is the continuation of financial incentive and maintenance of conventional profit margins as the driving force in economic activity and policy-making. Attempts to cut into these profit margins or levels of capital accumulation will be offset by increased prices considered 'necessary' to restore profitability, another means of traditionally attaining this end is having the cost borne in unemployment. The policy provides no mechanism to prevent this, except depending on the voluntary restraint and goodwill of the corporate sector.

In order to secure the 'good will' from private enterprise, the Labor strategy provides for unions to exchange their right to pursue wage claims beyond those necessary to catch up with inflation. Any such exchange must lock the labour movement into accepting a deterioration in real wages and a drop in living standards. If time lags in the economic system are taken into account, then the losses experienced under Fraserism, the lag in recognizing the present economic problems, the time lapse in formulating policies and the further lag in these policies taking effect, must of necessity hold back standard of living adjustments and real wage levels years behind developments in other sectors of the economy.

Further, the gap between the wage restraint already operational under Fraser's wage pause and any potential benefit is significant in the face of rising prices. The promised benefit is generally vague and remote while the sacrifice in real income is immediate. If any agreement is ever reached it will be based on these inequities, with the sacrifices made by the poor remaining proportionally higher than any 'sacrifice' envisaged to be made by industry.

Acceptance of this sort of trade-off also falls into the trap of the misconceived notion that wages are the basic, or even a major, contributing factor in the economic crisis. This misguided view distracts attention away from the ruthless pursuance of maximum profits, increased capital accumulation and investment in capital intensive technology, and economic mismanagement at the corporate and government levels.

Laurie Carmichael (the former 'champion' of the 35 hr week) is cited in the Tribune as describing the ALP strategy as "adequate within the circumstances", and that unions want to be involved in this respectable sort of economic intervention. So, rather than intervening through campaigns such as the shorter work week, Carmichael and Co. are happy to negotiate in what he views as a "new road for us to follow". An accord on this footing is anything but adequate, and the "new road" is destined to be a dead end.

Trade unions have never NOT been involved in economic decision making. What the accord does, however, is provide a more effective means of controlling HOW unions are involved. That is, it takes decision making further out of the reach of those most affected by the outcome, namely, the dwindling workforce, unemployed, and other "minority" and socially disadvantaged groups. The union and Labor bosses will conduct OUR "negotiating" and "reconciliation", thus dampening any hopes of increased democratization or worker participation in the decisions which profoundly affect their futures.

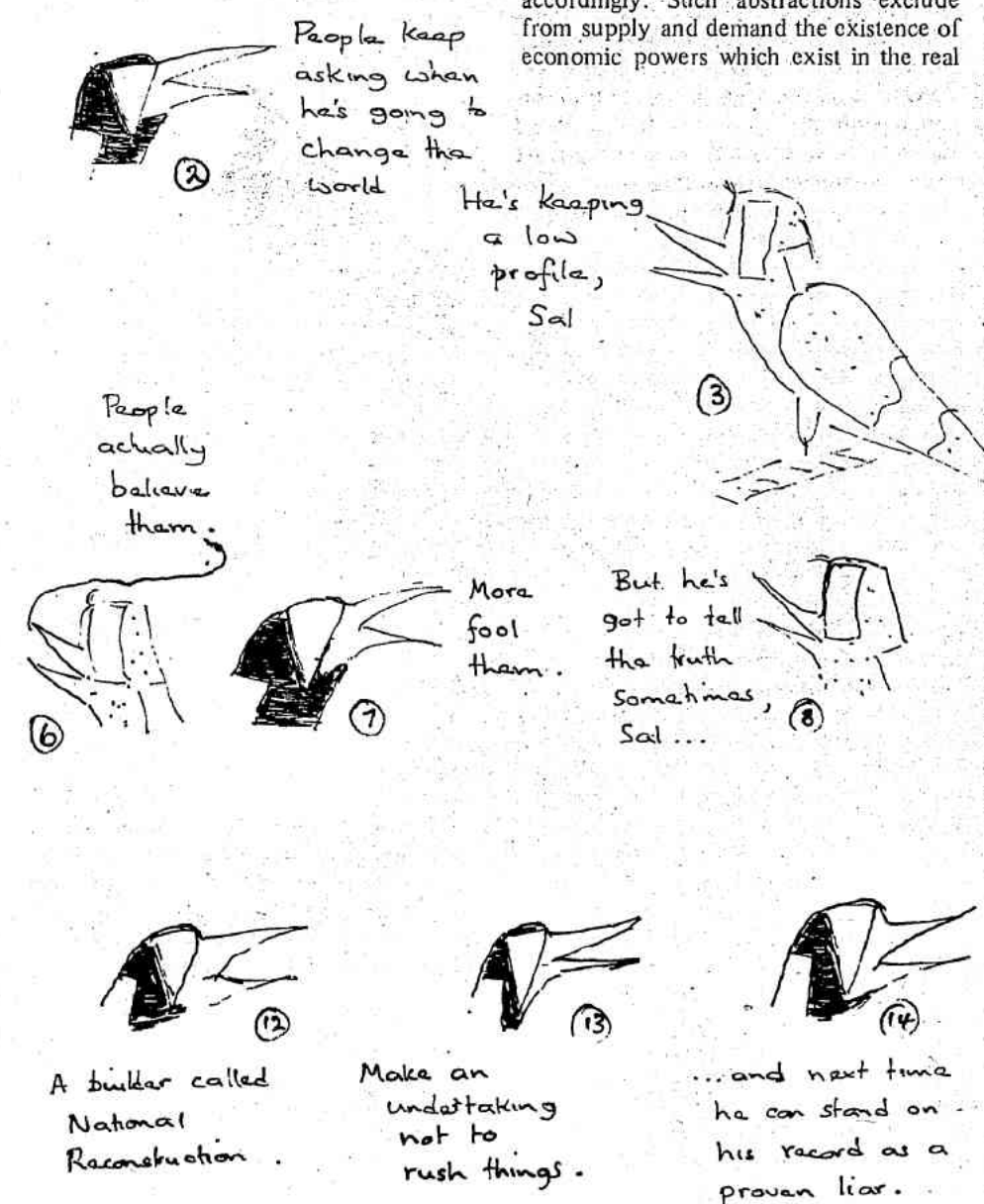
The policies of the Fraser government, and the big business interests they represented, squarely placed the burden of the recession on those least able to make sacrifices — the incomes policy, as it stands, does little to significantly rectify this in real terms. It still relies on stimulation of private enterprise as the panacea to economic recovery. It insists that workers and poorer sectors are capable, and duty bound, to sacrifice as much as corporations.

In this context, 'reconciliation' can only mean complacency in the face of increased threats on living standards. It means nothing in terms of the thousands of jobs already lost in the steel industry, coal industry, and projected cuts in the workforce by some of the country's biggest manufacturing companies. It does not come to grips with the social consequences of the changes taking place in the workforce, and the impact which a rapidly expanding unemployed workforce has on those faced with permanent redundancy, and society generally. The deal goes nowhere toward 'reconciling' the fact that many employers are manipulating the economic situation to increase their attacks on workers by sacking, and through intimidation, whittling working conditions and union rights. At the same time, many of these companies are seeking, and receiving, massive subsidies for modernization, re-investment and increased productivity — none of which correlate to the maintenance of jobs.

Any agreement which is genuinely concerned with the professed objectives of the ALP strategy must include considerations and implementations for a shorter work week with no loss in wages. It must include provisions to reinstate sacked workers and prevent further sackings. Before any equitable sacrifice can be expected, greater equity of status must be attempted through the abolition of anti-labour legislation.

If subsidies are to be given to giant corporations such as BHP, or GMH, they should be in the form of employment subsidies and not 'protection' tariffs. Any such agreement must include funding for public works sufficient to make meaningful inroads into unemployment. There can be no harmonious agreement which results in wage freezes or restricts the pursuit of improvements in wages or working conditions. Nor can it abort efforts to reverse some of the losses accrued under the years of Liberal government.

These steps have not been, and will not be, included in any of the round table negotiations; when that much has been achieved, then we may be in a better position to negotiate. Until such time, the labour movement can ill-afford to bargain with its most valuable resources and effective weapons — i.e. the ability to withhold their labour and press for demands through mobilization and direct action. The labour movement will need to continue to fight, on its own ground, to win the measures that can truly guarantee the maintenance of wages and living standards. Then, and only then, we may witness some of the social gains which should legitimately be expected of a labour orientated Labor government.



NOT THE COMMON COLD

Women who indulge in casual sex need to be alerted to the fact that what appears to be a simple discharge or menstrual cramp, could easily be the latter stages of VD.

Once gonorrhoea reaches the Fallopian tubes, it sets up an inflammation called salpingitis, which is probably better known as PID (pelvic inflammatory disease). PID often feels like no more than period pain, but eventually can feel like acute appendicitis. If not treated in the early stages PID renders a woman infertile, increases the danger of an ectopic pregnancy, and results in eye damage and pneumonia in new-born babies.

Gonorrhoea is a successful and robust micro-organism which develops resistance to every new antibiotic, (hence the need for follow-up treatment) and lives in

the mucous membranes of the urethra, back of throat, cervical canal, fallopian tubes and rectum. Sore throats can signify more than a common cold, and VD clinics will take simple painless throat swabs at the mention of oral sex.

Two out of three people under 30 are infected by some form of VD and it is most likely to happen before you turn 25. It can strike without symptoms and result in sterility or death. If you intend to have more than one sexual partner this year, then VD could and probably will infect you.

One particular strain of gonorrhoea that has been appearing overseas — so is likely to reach Australia soon — spreads through the bloodstream like syphilis (in contrast to everyday gonorrhoea which is a localised infection).

The more immediate threat to women's health is NSU (non specific urethritis). NSU has a longer incubation period than gonorrhoea, and does not respond to penicillin. NSU is a mysterious disease thought to be caused by a range of small organisms which lie halfway between the bacteria and the virus. The cause of one third of all NSU is still unknown, so treatment rests on broad-spectrum anti-biotics: Five percent of all cases are trichomonas, and roughly two thirds are ureaplasma or chlamydia. Only a few lucky women suffer any symptoms from NSU.

Chlamydia has been found to live in the female genital tract for a long time, unnoticed, eventually causing inflammation of the cervix, PID and respiratory infections. In new-born babies, the majority of cases of "pink-eye" (a type of blindness caused by VD) in babies recently in Australia, have been caused by the unknown existence of chlamydia.

Ideally VD checks should be as automatic as collecting supplies of contraception. Diaphragms, possibly help prevent the spread of VD in women, but there is no alternative to laboratory tests and early diagnosis. Surgery has been known to repair damaged fallopian tubes, but no-one gives any guarantees.

GAYS AND V.D.

Gay women are the only sexually active group who are virtually free of venereal infections. Gay men however, have been the subjects of much publicised new venereal diseases, from hepatitis B to forms of cancer, which have been known to have filtered through to women as well.

Infections in gays are often hard to detect, lying in the throat, anal canal and rectum without symptoms. Warning are detected in discharges, anal discomfort, prolonged sore throats, and contact with known cases of gonorrhoea. As for women, Dr Bradford recommends check-ups at a minimum of three months for sexually active gays.

Syphilis in Australia was higher in 1982 than it has been since 1957, and statistics from the UK show that male homosexuals have ten times the chance of picking it up than heterosexuals. A simple blood test can detect syphilis, and now also Hepatitis B.

Hepatitis B like amoebic dysentery, was never thought of a sexually transmittable disease until it appeared in the gay community. Its symptoms can be mild or severe (with jaundice and fever) and can go undetected for months unless a blood test is taken.

A few years ago GRID (Gay Related Immune Deficiency) was discovered among drug addicts (intravenous), Haiti immigrants, haemophiliacs and gays (75% of all cases) in New York. Renamed AIDS (Acquired Immune Syndrome), because it can now affect women too, the disease is a breakdown of the immune system, giving the victim no defence against rare phenomena which would never strike a healthy patient (whose immune system is operating efficiently).

Sexually active gays can be victims of every type of VD and venereal warts, thrush, scabies and other seemingly simple infections can have serious consequences if left untreated in gay men.

Information about doctors in private practice who are sensitive to gay people's needs, is available on Gayline (03) 329 5555 (7.30-11pm nightly).



THE LAST WORD ON HERPES

Genital Herpes has horrified the world in a blaze of newspaper publicity and extravagant claims that it will "put the brakes on the sexual revolution".

The sensationalism surrounding this "incurable" sexually transmitted disease has thus made the diagnosis of herpes an emotionally loaded event.

While herpes may be "incurable" it is not like cancer, and healthy bodily mechanisms usually keep it under control.

The two types of herpes are becoming increasingly inter-changeable — the virus responsible for cold sores, and the other responsible for genital sores. Only laboratory tests will reveal which type is affecting you.

Apart from the slight chances of having an attack internally, Herpes sufferers are not infectious between attacks, and many victims have long-term sexual relationships without ever infecting their partner. The VD Clinic can refer people to a herpes self help clinic in Melbourne — for patients who are traumatised by their condition, or who would simply like to meet other herpes sufferers without getting the "leper-feeling" that is generated by hysterical hypochondriacs in the community.

WORK ORIENTATION COURSE

May 9 and 10

(all you ever wanted to know about graduate employment but were afraid to ask...)

- * What do employers expect of you?
- * How do they get their work done?
- * Competition & co-operation at work — are both necessary?
- * Who runs the organisation anyway?
- * Technology — how will it affect you?
- * Work environments — take a first hand critical look
- * How do you survive the transition from study to work?
- * What are the industries of the future and the future of work?

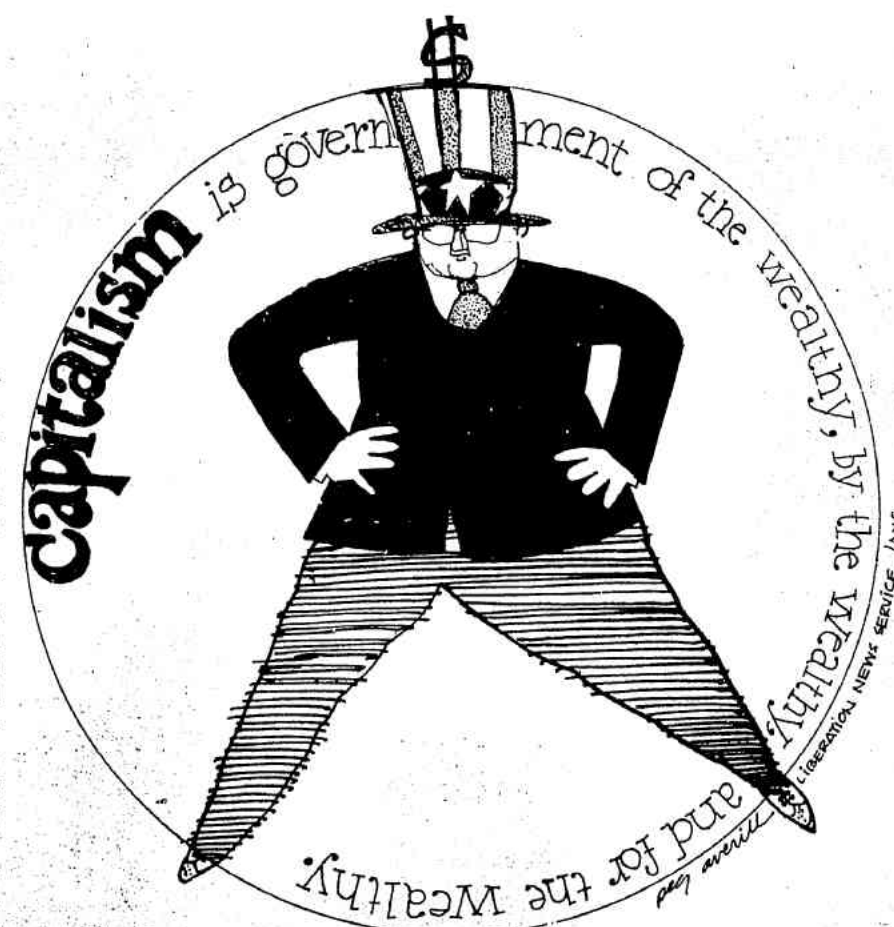
On May 9 and 10 (first two days of May vacation) you can participate in this course on the ANU campus. You'll also be able to visit an employer's offices with a small group of other students on a Fact Finding Mission. Barry Jones, Minister of Science & Technology, will be giving a talk on Monday evening on the future of work and industries in Australia.

It's better for you to know what the work environment is about than to approach it burdened with myths and misconceptions. You'll make better choices for your own life and your job applications will be more effective as a result. Graduates who've left the ANU are constantly telling us this and asking us to pass the message on to current students.

Whether you are in first year, in the second year doldrums, about to finish a pass degree, struggling with the pangs of an honours year, or hanging in there as a postgraduate student getting more and more academically qualified, this course is intended for you — especially if you're not doing a professional course with a clear occupation attaching to it.

It will cost you \$10 for the two days, including dinner on Monday night. We know you'll get your money's worth.

You can secure a place on the course at the Careers & Appointments Service, Chancery Annex, X 3593, Don't delay — you might miss out.



MEN AND FEMINISM

our next general meeting is on WEDNESDAY THE 20th at 1pm AND it is in the Counselling Centre (over the Sports Union) AND it is open to all feminist-sympathetic males AND it is not too late to get INVOLVED (so there).

The Political Economy of Unemployment Research

We have all heard in recent years of the phrase 'the lost generation' and other similar rhetorical flourishes in debate over the lamentable teenage unemployment situation. But is it really an uncontested fact that teenagers are hit worse by unemployment than adults, and if so, why?

Well, as Dr Richard Curtin (Dept Sociology: Research School of Social Sciences) pointed out last Thursday, in the first of the ANU Political Economy Society's series of lectures and seminars, the answers all depend upon the way in which you go about researching the questions.

Until relatively recently, most research into the incidence of unemployment upon different social groups, has been conducted within the framework of neo-classical economics, and in particular upon the basis of the so-called 'human capital' theory. This theory attempts to explain different wage levels, and the differing incidence of unemployment as between social groups (e.g. women or teenagers) in terms of the characteristics of the individuals concerned. Thus, for instance, women are said to experience a disproportionate burden of unemployment (and on average get

paid less) due to their 'proneness' to require leave from work periodically to bear and rear children.

As is fairly obvious, this sort of approach tends to 'blame the victim'. Thus teenagers can't get jobs until they've got experience, whilst at the same time they can't get experience until they get jobs.

Dr Curtin, however, pointed out that not only is this approach to unemployment research a 'blame the victim' approach, but also that it is excessively supply-side oriented and therefore nowhere near the whole story.

That is to say, whilst the supply-side factors (i.e. the characteristics of the individuals comprising the labour supply) are obviously important in explaining the incidence of unemployment, so are demand-side factors. For instance, if women are heavily concentrated in their employment in certain industries or occupations, then structural changes affecting those industries or technological changes affecting those occupations, are likely to result in a disproportionate level of unemployment amongst women (assuming of course that the structural and technological changes are industry and occupationally specific).

In relation to teenage unemployment, a recent article in the Economic Record (June 1982) by Foster & Gregory was cited as a good example of the whole problem. Foster & Gregory analysed unemployment not just as forms of the usual dichotomy of employment or unemployment, but in terms of a trichotomy, including the category 'not in the labour force' (i.e. neither working nor looking for a job). By looking at the *flows* of people from one group to another they claimed to have found that teenagers experience no more difficulty than anyone else in finding a job, but that they are five times more likely to leave that job within a given period. Thus the high percentage level of teenage unemployment at any given time (compared to adults) is illusory, reflecting merely the high rate of job turnover amongst teenagers.

Now, if this high-rate of job turnover is something to do with teenagers as teenagers e.g. inherently frisky, relatively unstable, etc. (the human-capital or supply-side approach) then there really is no problem at all, because there's nothing that can be done (except to change the nature of teenagers).

On the other hand, a non-orthodox

or demand-side approach could suggest that teenagers are concentrated in jobs which often disappear from underneath them, as it were, through no fault of their own. Hence, in the view (which must be admitted to be equally valid), there is a problem which might be addressed by trying to make employers give teenagers jobs they can stay in.

Anyway, two salient points arise out of all this — firstly that the orthodox economics approach is nowhere near the whole story, as it claims to be. Other paradigms, such as institutional or radical political economy, have at least as important a contribution to make to our understanding of the *real* causes behind economic and social phenomena. Secondly, hoary-old truisms about unemployment may not be so true as you'd think.

Stewart Carter

THEORY READING GROUP

a Literature Society activity: not just for English students! *

Tuesday 19th, 7pm;

meet in Union foyer (upstairs)

Vogon poetry and a parody of 'New Criticism' (?)
Leavis' 'New Criticism', Wellah on 'New Criticism'

materials in pigeon-hole in S.A. office

all students welcome

THEORY OF *Allegory?*



MONEY WORRIES?

Here's the good news —
CAMPUS LOANS* continue
at the **COMMONWEALTH BANK**
Ask today about details
of our full range of banking
services and especially our
Deferred Repayment
(CAMPUS) Loans*

*Not to be confused with the
Commonwealth Government
Guaranteed Student Loan Scheme.

COMMONWEALTH BANK.
Making money come to terms with people.

National Library of Australia

ASSESSMENT: a case study

The Education Collective didn't do as much about assessment this year as they have done in past years. While Jane Connors gave two very effective and well reasoned speeches in the Faculty of Arts and History department introductions, there were only very few addresses to first year lecture groups about rights of consultation over the assessment scheme. When therefore the course guide of a unit in the Arts faculty came to my attention which seemed to be blatantly disregarding those rights, I thought it appropriate to take some action. I checked all three Counter-Course Handbooks to find that in both 1980, '81 and '82 the overwhelming majority of respondents had complained about lack of consultation in this unit. In 1981 the lecturer was alleged to have said - 'you don't know enough - therefore we decide' and in 1982 another respondent alleged that he said, 'I'm the lecturer therefore I know, you are just first years therefore you are inexperienced'.

I produced a leaflet which contained the three relevant extracts from the C.C.H. and went on to discuss the enforcement of an end of year exam in the unit -

"The course guide tells you on page 4 that the scheme -

'must be planned in detail well in advance'

This is totally untrue and disregards the

students' rights to be consulted in both large and small units.

The proposed scheme while it is not the worst that has ever been offered is nevertheless quite harsh in that it compels all students to sit an exam at the end of the year. The course guide states on page 6 that this exam is necessitated by the 'increasing rate of cheating' that has occurred in the form of plagiarizing essays in recent years'. This is a transparent argument. It is premised on the argument that employers will value your degree more highly if they know that you have not cheated your way to high grades.

1. Only a very small percentage of students actually cheat in essays. Most are here because they want to learn. is no reason why the tactics of a few should bind the overwhelming majority to an exam which at least some of them will not want. Those of you who have done the HSC will know just how devastating end of year exams can be.

2. When employers read your record card they have no way of knowing whether you did an exam as part of this unit in any case!

3. Even if they do find out that you have done a 40% exam in this unit that still does not mean that you were prevented from cheating in the essays worth 50 percent.

4. Points 2 and 3 above are premised on the notion (as is the course guide's

argument in favour of an exam) that we are here to study in order to increase our job prospects. This meal ticket mentality is, in spite of the production line attitude of many teachers, not something which many students have. Most people studying this unit are commencing Arts degrees. You are probably under no misconception as to the possibilities that will be open to you when you graduate, in these times of recession: most Arts students are at university to broaden their minds not to acquire a meal ticket.

One morning in the second week of term I stood outside the Lecture Theatre and gave out the leaflet to students enrolled in the unit with the intention of asking the lecturer when he arrived for permission to speak to his group about assessment.

At about ten minutes past the hour he arrived and with an off handedness that I resented he refused to accede to my request. A heated exchange ensued in which he informed me that he didn't think it manageable to discuss assessment with such a large group and that there was nothing compelling him, in the light of this, to consult his students.

Upon entering the lecture theatre he informed his students that the assessment scheme would remain as presented in the course guide, he asked for questions on this subject and received one or two and he then asked all those who wished to

continue discussion to raise their hands. Of course not many did - after all who wants to kick up a fuss in the second week of term and offend their lecturer.

Certain morals can be drawn from this tale. -

1) That some lecturers are not respecting the right to consultation and that in order to have a voice in shaping the assessment scheme students will need to organise very early on in the year.

2) In a lecture room, certain power relations are in operation, meaning that the lecturer is generally the one calling the shots. When he/she asks for an indication of discontent with a scheme to be signalled by the students raising their hands, it is very difficult for them to do so. A lecture situation enforces silence/passive reception by the students.

3) In order to have effective participation students will need to conduct the discussions on assessment under the supervision of one of their own number, not under the lecturer.

Think about these things in respect of second semester units and units next year. If you are feeling dissatisfied with the way you have been treated this year and wish to discuss such dissatisfaction come along to

RE-ORIENTATION DAY

Friday April 15th

or to Ed Col meetings - Tuesday 1pm;
G20. George Morgan



LOOKING AT LAW SCHOOL

This is the first FEC newsletter for 1983. Its main role is to inform you, the students, about the decisions made at FEC and Faculty of Law meetings. We will be producing these newsletters throughout the year at regular intervals. If you wish to find out more about the decisions or would like to have issues discussed please feel free to contact your FEC representatives as we are here to represent you.

What is FEC and Faculty?

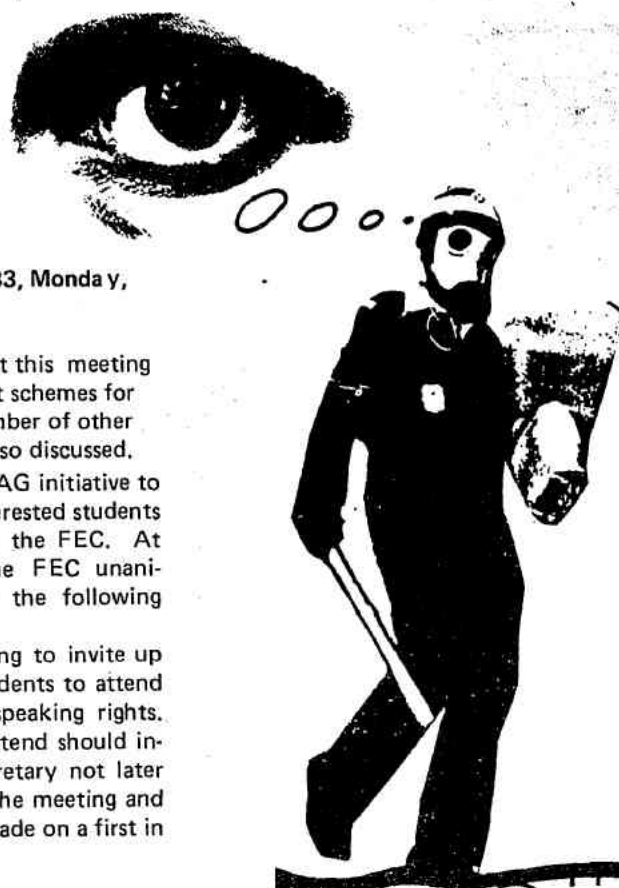
Faculty is a level of university administration that deals with matters that concern the law school directly. The FEC is the Faculty Education Committee, and advises Faculty on education matters. The FEC is made up of equal members of staff and students. Faculty and FEC are best understood in context.

FEC Meeting No. 1 of 1983, Monday,
28 March, 1983

The main item discussed at this meeting was the various assessment schemes for each unit. However, a number of other significant matters were also discussed.

1. **Observers** In 1982 a LSAG initiative to open FEC meetings to interested students was adopted as policy by the FEC. At meetings No. 1/1983 the FEC unanimously agreed to adopt the following resolution:

'that it would be willing to invite up to 10 non-member students to attend as observers without speaking rights. Students wishing to attend should inform the Faculty Secretary not later than 24 hours before the meeting and invitations would be made on a first in first served basis.'



INTRODUCTION TO POLITICAL ECONOMY

THE FOLLOWING ARE A SERIES OF LECTURES AND SEMINARS JOINTLY PRESENTED BY THE ANU POLITICAL ECONOMY SOCIETY AND THE ANU STUDENTS' ASSOCIATION. THEY ARE ON A BROAD RANGE OF TOPICS GENERALLY FOLLOWING THE THEME "INTRODUCTION TO POLITICAL ECONOMY". ALL DATES LISTED ARE ON A THURSDAY AND IN TERM TIME. IN GENERAL THE LECTURES ARE HELD IN COPELAND G7 AND THE SEMINARS ARE IN THE BOARD ROOM. ALL PEOPLE ARE WELCOME TO ATTEND.

- | | |
|--------------|---|
| APRIL 7 1983 | "UNEMPLOYMENT RESEARCH" - RICHARD CURTAIN (SOCIOLOGY: ANU) |
| | 1.00 PM UNION BOARD ROOM |
| APRIL 21 | "MARXIAN ECONOMICS" - PETER RAWLINSON (APEM) |
| | 1.00 PM COPELAND ROOM G7 |
| MAY 5 | "WOMEN AND WORK" - MARIAN SIMMS (POLITICS CCAE) |
| | 1.00 PM UNION BOARD ROOM |
| MAY 26 | "SCIENCE AND TECHNOLOGY" - STEWART CARTER (HPS WOLLONGONG UNI) |
| | 1.00 PM COPELAND ROOM G7 |
| JUNE 9 | "MULTINATIONALS AND THE THIRD WORLD" - IAN CHALMERS (POL SCI ANU) |
| | 1.00 PM COPELAND ROOM G7 |
| JULY 21 | "POST-KEYNESIAN ECONOMICS" - ROD MADDOCK (ECO HISTORY ANU) |
| | 1.00 PM UNION BOARD ROOM |
| AUGUST 4 | "SOCIALISM" - ERIC AARONS (FORMER NATIONAL SECRETARY CPA) |
| | 1.00 PM COPELAND ROOM G7 |
| AUGUST 18 | "THE SYDNEY UNIVERSITY EXPERIENCE" - EVAN JONES (POL EC SYD UNI) |
| | 1.00 PM COPELAND ROOM G7 |

all welcome

We urge students who are interested in how the FEC works to make the most of this opportunity to attend its meetings as observers.

2. **Taping of lectures** Pursuant to a motion adopted by the Law Society at its last General Meeting, we were successful in having the FEC approve the following motion:

'In the interim, Faculty continues the trial programme of taping lectures and encourages lecturers to participate in the scheme.'

The Faculty Education Committee seeks submissions from staff members (particularly those who have participated in the trial scheme) and students in order to evaluate the trial scheme with a view to making recommendations to the Faculty on taping.

The Faculty Education Committee will consider the submissions at its next meeting. The deadline for submissions is Friday 13 May."

The resolution will now go to the next Faculty meeting for its approval. In the meantime students should encourage lecturers to participate in the trial taping programme and should also give some thought to making a submission on this matter.

3. **Advanced Legal Research:** A paper prepared by the LSAG student reps on the FEC which outlined the details for the introduction of an optional research unit was presented to the FEC. After some discussion on the general value of such a unit, its role with respect to the honours programme, and its position with regard to other optional units (particularly Standing Committee on the Curriculum, The response of the FEC was very favourable and hopefully the proposal will be approved in time for 1984. If students wish to make a submission to the Curriculum Committee on the proposed Advanced Legal Research unit they may do so by contacting Philip Kellow or Sue Pearson (the student reps on the Curriculum Committee).

4. **Assessment for 1983 Units:** The majority of assessment schemes submitted for consideration by the FEC were approved. The following units' schemes have been returned to the relevant lecturers for clarification - Law of Employment, Labour Relations, Local Government Law, Banking, Practice and Procedure and Family Law.

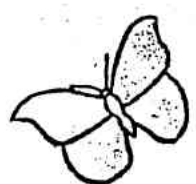
Three matters arose from the discussions. The first was the question as to when students have to elect the nature of their assessment. This problem arose primarily in situations where students must choose between, for example, a 50% or 100% final exam (e.g. Contracts, Land Law and many others). The FEC decided to seek information from both staff and students on this matter with a view to the possible establishment of a general Faculty policy on it.

The second problem arose with respect to the clashes of assessment between units done by particular 'groups' of students. For example, in 1982 many students doing their third year of a combined degree had up to four exams in the week immediately following each term break. The FEC has set up a sub-committee to assess the likelihood of such clashes in 1983 and to consider possible ways of overcoming them. The student rep on this sub-committee is Philip Kellow.

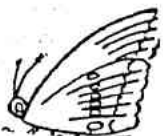
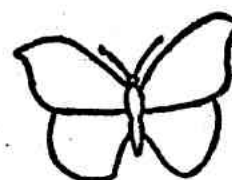
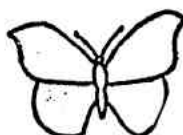
The third matter arose with regard to when written work can be submitted for assessment. According to a 1977 resolution of the Board of the Faculties there is an embargo against essays being submitted during the exam period. The FEC decided to interpret this resolution so as to limit its application to those essays or assignments which are not an integral part of the assessment process.

Lorraine Dearden
Philip Kellow
Bill Redpath

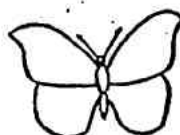
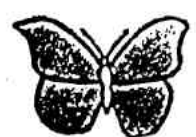
PAGE 26 LSAG students FEC reps



Moth of the Month



Scientific name *Alcidis zodiaca*
Family Uraniidae
Common name None
Wingspan 10-11 cm.
Range New Guinea and northern Australia (Queensland and New South Wales).
Habits and habitat Flies during the day, feeding on Lantana blossoms in the sunshine, especially found in river beds or forest edges and also high in the tree tops. Males come to light after dark. Mimicked by the rare *Papilio laglaizei* in New Guinea, thus *Alcidis sp.*, must be distasteful to birds. Often locally very common.
Larval foodplants Nothing known of its life-history.
Sexual dimorphism Sexes very similar, abdomen in the male is slimmer and the anal hair tufts are prominent.
Variations and similar species Very similar is *A. agathrysus* that flies in New Guinea. There are other similar species in the Indo-Australian region.



LE PAPILLON

A Ballet in Two Acts

Yes all you culture vultures, it's that time of the year again and ballet is about to hit town. From the 4th to 7th May the Queensland Ballet will be performing at the Canberra Theatre. They are putting on a double billed production; *Le Papillon* and *Persephone*. If any of you heretics think that the North is not exactly a propitious home for ballet, think again, because the Queenslanders are no slouches at this kind of thing and will put on a real gala event. *Le Papillon* is the story of a beautiful young girl who is turned into a butterfly and by various twists of fate, is finally consumed by the flames of love. It is choreographed by Harold Collins, the artistic director of the Queensland Ballet; and designed and produced by David Bell.

Persephone is a new ballet created especially for the Queensland Ballet by acclaimed choreographer Jacqui Carroll. It follows the old Greek legend of the Seasons, set in the depths of the Underworld, to the music of Janacek's majestic and stirring *Sinfonietta*.

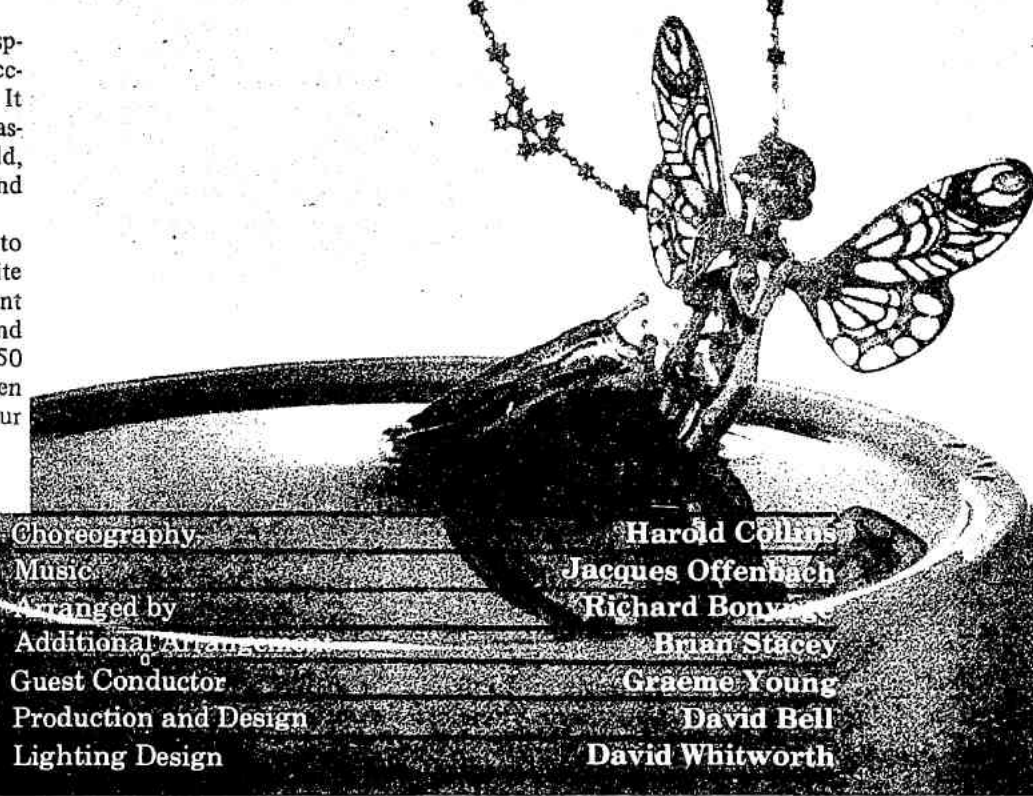
So if you love being carried away into a dream world of grace and exquisite beauty, if you revel in the enchantment and artistry of a world of movement and beauty, and if you can afford the \$14.50 concession; \$16 adults; \$9 children charges go along, it promises to be four wonderful nights.

CANBERRA THEATRE 4-7 MAY.

Le Papillon

A Ballet in Two Acts

First Performed by The Queensland Ballet at the Gladstone City Theatre 10 March 1983



Choreography: Harold Collins
Music: Jacques Offenbach
Arranged by: Richard Bonynge
Additional Arrangements: Brian Stacey
Guest Conductor: Graeme Young
Production and Design: David Bell
Lighting Design: David Whitworth

Papillon	Dianne Storer
	or Rosetta Cook or Vanessa Mafe
Bejahn	Dale Johnston
	or Wayne Martin or Timor Atlas
The Prince	Andrew Martin
	or Craig Burgess or Dale Pengelly
Hamza, A Demon	Benita Whalley
	or Kitty Brown or Michelle White
	With the Company

WITH
THE QUEENSLAND THEATRE ORCHESTRA
GUEST CONDUCTOR GRAEME YOUNG

BUTTERFLIES IN JAPANESE LITERATURE

Moths and butterflies are beautiful creatures inspiring great authors, dramatists and poets to use them as symbols of grace, freedom and paradisaical existence. Indeed, in the appreciation of moths and butterflies, we unconsciously allude to the wealth of literature we have been exposed to, as well as the inherent wonder these creatures possess for us. Thus, to share an appreciation of butterflies and the symbolism connected with them through literature, an example from a Japanese No Drama has been included below, from "Komachi at Sekidera", attributed to Zeami.

"Old Woman:

How gracefully that boy has danced! I remember how, long ago in the palace, the Gosechi dancing girls swirled their sleeves five times at the Harvest Festival. They say that if a madman runs, even the sane will run after him. But tonight the proverb is reversed! Enticed by the boy's floating sleeves, see how a mad-woman prances!

(She stands with the aid of her staff and begins to dance).

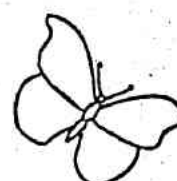
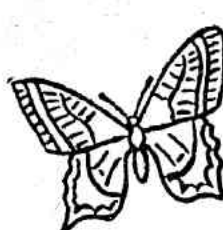
One hundred hears —
The dance of the butterfly
Who dreamt he had spent
A hundred years enfolded
Within a flower petal.

Chorus:

How sad it is! It breaks my heart!
A flowering branch on a withered tree!

from 20 plays of the No Theatre, Edited by D. Keene, Columbia University Press, NY, 1970.

Butterfly Kim for Moths & Butterflies Appreciation Society.



Relationships between women and men

PART TWO: ATTRACTING PEOPLE AND MAINTAINING RELATIONSHIPS

In the last issue (Woroni 3) I tried to make two basic points about relationships: firstly, that although it appears difficult for men and women to maintain good relationships over any long period of time, the reality is that we have a natural ability to relate very well to the opposite sex; secondly, that both partners need to spell out what they want from a relationship and what they can give to it.

I am concentrating on heterosexual relationships here because many people find it particularly difficult to attract and maintain friendships with the opposite sex. And yet men and women are by nature interested in and eager to be close friends with each other. While there is a natural attraction between all human beings, there appears to be some special attraction between the sexes because of their differences. People disagree on this point, saying that any special heterosexual attraction is the result of stereotyping and cultural conditioning. Clearly it needs to be said that we should first and foremost treat people as people regardless of their sex, and base our liking on their personal qualities; also that each person must be free to choose a heterosexual or homosexual orientation in their relationships. But the fact is, there are women and men in the world and this is neither immaterial nor can it be ignored.

MEN LOOK TO WOMEN

Men may well be taught during their upbringing that they need to be dominant and in charge when it comes to women, but they are also taught another important lesson — that women are the only possible source of comfort, warmth and intimacy. Men are not brought up to seek out other men for concern, understanding, or a shoulder to cry on; they may be able to give support to women but not generally to each other. So they grow up with the clear though normally unspoken expectation that it's women that will understand; and generally they do, because they've been encouraged to be intuitive and nurturing. This actually gives women a considerable degree of influence over men.

FEAR OF REJECTION

Women are a lot more powerful in relation to men than they often think, and more powerful than men generally admit. Because of the way our conditioning works, with men looking to women for support, women have the considerable power of rejection, and of withdrawing this support. Also, because of the general expectation upon men that they should take the initiative in asking women out etc. this power of rejection is increased. If a male goes against his embarrassment and fear enough to ask a female out, then she need only say "Not you!" to have plunged him into the depths of rejection — she doesn't have to say "Piss off, you boring ugly sod!" His way of countering this rejection will probably cover up any visible signs of hurt — no man is going to drop to his knees screaming 'Oh no, I feel plunged into the depths of rejection!', because it would not only blow away any vestiges of pride but it would also be a very silly thing to do. He's much more likely to resort to counter-rejection, wander off muttering "women" in that tone of voice that makes it sound like an insult, join a local monastery or start playing rugby. But



SPOT
THE
SEXISM
HERE

What a terrible, old-fashioned idea!



AND
HERE

it's still rejection, and each such experience of rejection, or even anticipated rejection, adds to the feeling of vulnerability. Women aren't in any way to blame for this, it's the way the system is.

IS IT WORSE FOR MEN?

It's certainly true, there's nothing like a bit of rejection to take the edge off the enjoyment of life, the universe and parties. Yes, of course I'm talking from personal experience, but also from listening to and observing other men as well. Some men will feel outraged that I am revealing the truth, but it has to be done — behind their indestructible macho exteriors, men are gentle, loving creatures that are easily hurt. And I mean that most sincerely. In fact some of them even rate highly on the Marshmallow-Richter Scale (have you ever seen one quivering?). In the end however, we aren't that fragile, and most survive to live another day.

I have talked with women about the experience of rejection, and some have said that it is just the same for them. Clearly, being a man has biased my perceptions, but it does seem that the pressures are greater for men to 'score', to be successful etc. and so the 'risks' seem that much greater. For women, fear of rejection seems to operate differently — they may worry about saying no because the man will go off, or that the man will leave them in the end. I would appreciate comments on this from both women and men.

The whole system is a mess, and the sooner we can start to relate as men and women in a relaxed, equal and mutually supportive way the better.

HOW A WOMAN CAN ATTRACT A MAN

A woman can attract a man she wants to have as a good close friend, and maintain a satisfying relationship, if she can do the following:

- 1) Be proud and confident of herself as a woman and communicate this to the man by her look, posture, tone of voice and words;
- 2) Show the man that she finds him interesting, attractive and desirable as a friend;
- 3) Communicate to the man she won't reject him as a person, although she may reject some of his behaviour and attitudes if they are oppressive towards her.

For any relationship to stand a chance of succeeding, it is vital that we keep a clear distinction between accepting the person and yet rejecting any unreasonable patterns they might act out.

If a woman can do these things she will be much more attractive than if she concentrates on cosmetics, clothes, figure, looks, etc. These conventional ingredients of attractiveness may have an initial importance in attracting men in our culture, but they are superficial when compared to the attractiveness of someone who is confident about themselves and can communicate this. Self-respect is an essential feature of attractiveness. Clearly a woman would have to first resolve the feelings that have been installed in most women through general conditioning e.g. fear that she is 'not attractive enough', fear of what to do with men once she has attracted them.

To have a large number of good male friends gives a woman a much better chance of finding the right man/men for her. She is in a better position to choose the right man for lover, husband, co-parent, house-mate or whatever. This choice needs to be based on intelligent judgement by the woman, not fear, necessity, loneliness or limited opportunity.

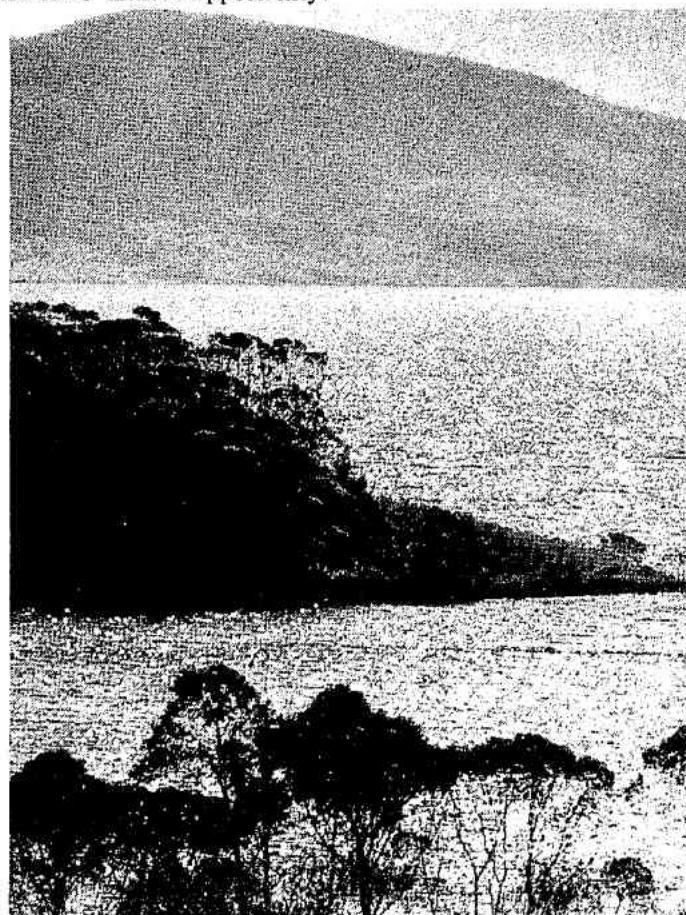
HOW MEN CAN ATTRACT WOMEN

Men can achieve warm, close friendships with women also. Having grown up inside male conditioning it is harder for me to see this as clearly — it is easier to look at the situation of women 'from the outside' and say what men find attractive about women. However it would seem that a woman would be attracted to a man if he did the following:

- 1) was proud of himself as a man, and showed this by what he said and did;
- 2) showed the woman that he liked her above all as a human being, though he might be attracted to her physically as well;
- 3) treat the woman with complete respect in every way.

Surely most women would be pleased to have such a man as a friend? It would certainly be a relief for men not to have to live up to the aggressive sexual stereotype that is taught them, but to relate to women on equal terms.

Neil Adams



PAGE 23

It's True! Amazing New Discovery Lets You

Conquer The Fear Of Rejection In Just 2 Short Hours!

It's just like a miracle! Now you can overcome the most crippling
of all social problems quickly, painlessly, *permanently!*



"Changed my
whole life!" L. CURRY

"Worked the very
next day!" G. KENNY

NO RISK COUPON

☐ Please rush me **COMING TOGETHER**, the book that reveals the amazing new way to overcome the fear of rejection in just TWO SHORT HOURS! I am enclosing only \$8.95 (plus \$1.05 for postage and handling). Within 30 days, if I'm not 100% satisfied for any reason, I may return the book for a full refund.

☐ Charge my credit card:

Mastercharge # _____ Exp. Date _____
Visa/BankAmericard # _____ Exp. Date _____

(Sign here if charging on credit card)
Mastercharge or Visa/BankAmericard Holders (only)
may charge by phone - Call Toll Free
800-528-6050, ext. 8002. - (all others please do not call)

Name _____
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City _____ State _____

ADVERT
COURTESY
OF
PSYCHOLOGY
TODAY (!)

POETRY

SURFING AT EASTER '83

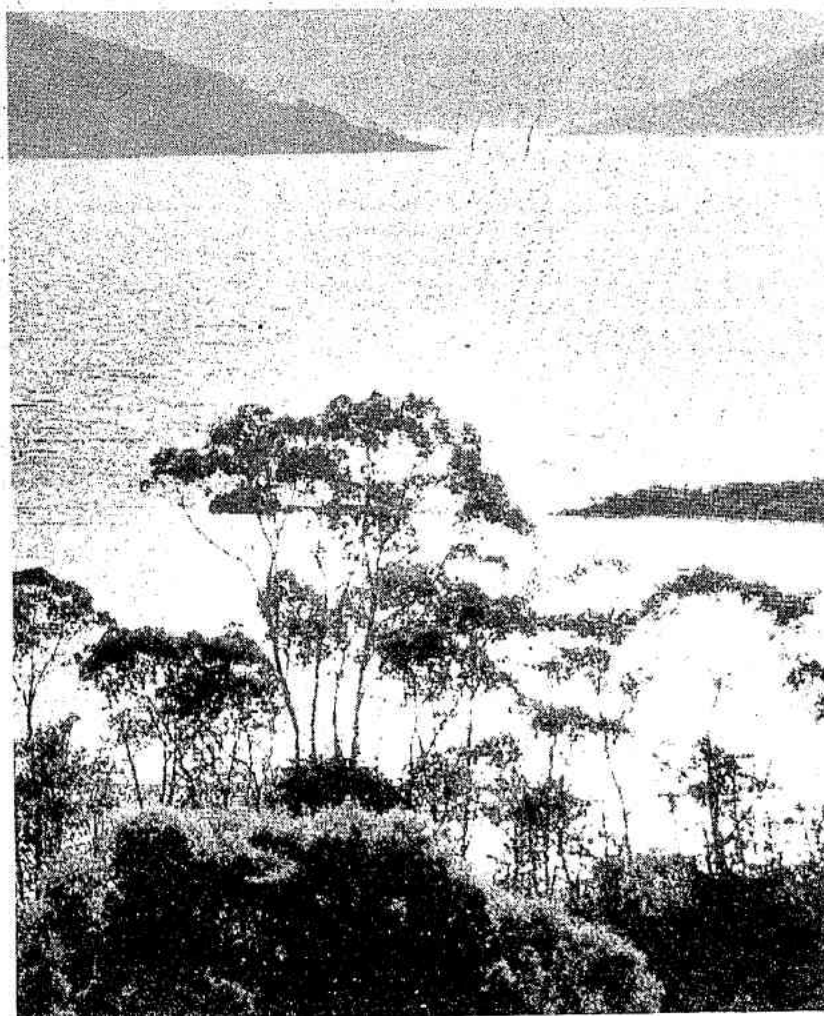
Like a great sea wave
Our life builds up
And up
To peak
At near perfection.
But never to stay -
To curl
And teeter
And crash
In tumbling froth and surf
And leaps of joy
'Till all shape's gone.
And at last to lie flat,
And thinly spread out wide -
Far flung.
But never to stay that way,
So slowly at first to re-gather
Drawn back in -
All of it,
To begin to build again
Its solid
Rounded shape
To stand up tall again
Long smooth and beautiful -
For the very first time -
Again.

D.E.H. Lawrence

THE SOLIPSISTS' CONFERENCE

The Solipsists sat zapped
As far away rain tapped the boardroom window
Where Steve Plam was self-toasting a unanimous win.
A democratic totalitarian who won his own vote,
He stood and he rambled as others ignored him
Then suddenly from his slouch-seat in the coffee-smoke haze,
Came Barnaby Twodoorbells flying,
Incredulous-faced, in a novel trajectory
Shooting busted balloon as sparks flecked from his suit.
Barnaby of the weird name, face and shoe-size,
Headfirst crumpled in shag by the pot plant now
And Steve's neck and the others now clicked angle alert
As they finally forsake their mutual convictions of Barney's non-entity
In the face of massive posteriori evidence to the contrary.
And now a jerk-focus frenzy,
As an all-being transference chant is started for Barnaby
Where he dazed gazes upward at the upside down mouth mob
Doorstop nob pinching his ribcage and consciousness seeping away,
And then - legs dangling - self doubt,
As Barney goes under catching himself taking a bunch of mirage
robots' words for it again.

- John Fabarian



WAITING

Torn apart
too many ways to go
and like the string fluid
of a healthy woman ...
joy clings

and rain will fall in
its own time
on a heartland full of love
where stillness is the one way

and the tearing is all over ...

Loving

The difficulty of seeing clearly
Ribbons of him and
Strips of vision.
More being asked, and some darkly
coloured, like filters, lifted -
so much changes,
The one you saw is not there and
Still the puppet-leaps in your mind
performing tricks you NEED while this
flesh and blood puppet will not -
not without a gun held at its head
and who wants that -
Memories which seem like illusions
Memories of communication:
Touch - the times it was deep,
So deep you cannot believe it must end.
Seems hard to play this leaving song again.

On again, to take another
change chance and perhaps find
the meeting-balance:
Joy is all things light and moving
As I have known it,
the deep joy of calm love.
I have only glanced how to understand
and love these layers of person,
and to know myself able to accommodate the other one -
And all the while I am blinded by the flash
of love I feel when deep touch happens -
through mind-glance or body-loving:
And once more I have seen that mystery,
that mind-blowing beauty shining,
You becoming me.

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and then you will see the light of the sun and the light of the moon and the light of the stars

Hawke's cash problems could delay promises

from Geoff Maslen

MELBOURNE With its largest majority ever the new Labor government under prime minister Bob Hawke faces enormous financial problems which could mean its promises to higher education may not be met for some time.

Labor undoubtedly received strong support on the campuses and many academics and students will be eagerly waiting for signs of the new era. In the short term - given that the Government could be facing a \$9,600m deficit in 1984 - promises which cost lots of money may not be realized, although it seems certain that the supplicants from higher education circles will get a better hearing.

In some areas, however, the Hawke government is likely to take immediate action. It has promised, for instance, to increase participation rates as part of a campaign to reduce levels of unemployment financial assistance. Labor promised before the election to increase the tertiary education allowance to the level of the single unemployment benefit, although it gave no timetable by which this would be achieved.

In the area of research, Labor will introduce 300 new post-doctoral fellowships. But this will be phased

in gradually with no timetable for completion. Only in the field of technical and further education has Labor given a concrete promise: an extra \$45m over the next three years.

However, Labor is committed to reintroducing triennial funding for capital works and equipment, a system which was suspended by the last Labor government in 1975 and abolished by the Fraser government in 1976. Triennial funding for recurrent funding only was restored in 1978. Labor also says it supports the establishment of a university in the Northern Territory, although it seems likely this will be gradually phased in also and there is no certainty the initial money will be provided in the 1985-87 triennium.

Under Labor the Fraser government's controversial loans scheme will be scrapped but it will honour any promises already made to students who sought loans before the election.

On the other major controversial issue, the amalgamation of 30 Colleges of Advanced Education, Labor has said it will review some of them, including the mergers of colleges with universities at Armadale and Newcastle in New South Wales.

three poems about MADNESS

BY ROBERT M'ARTHUR

'J'ai deux fois vainqueur traversé l'Achéron' - Nerval

(i)

Cast out of nature,
Like a leaf torn from the tree
By the winter wind so merciless,
Unhoused, but never free,

We drift down empty corridors
Of sordid space and time,
Untouchable by the magic hand
Of rhythm and of rhyme:

God cannot hear our crying,
No warming touch console,
Time is an empty cheater,
Space a livid hole.



(ii)

You called me to a holy cave,
But stones were in my head,
My eyes were all aslant,
My innermost heart bled:

So though I trembled on the brink
Of a most holy, perfumed thing,
My destiny excluded me,
Around my being it set a ring:

Richness all outside,
Emptiness within,
And the harsh music of vacuity
In my desperate ears makes din.



(iii)

I suddenly sail away from you
In a black pirate ship of wayward thought.
I try to greet you from the deep,
But the wild waves muffle.
I pick up foreign gestures from strange ports,
My eyes are aslant, my neck twists hard as a crowbar,
Not the free gulls can forgive my strangeness.
I meet Christ face to face and He curses me.

SCHOLARSHIPS AND TRAVEL GRANTS FOR STUDY IN WEST GERMANY

Scholarships and travel grants to Australian graduates and fine arts students to study in West Germany are being offered by the German Academic Exchange Service through the Department of Education and Youth Affairs.

The awards for study at a university, technical university or an academy of art or music are tenable from April 1984 to March 1985 for all subjects except art and music. Art and music awards are tenable from October 1984 to September 1985.

Applicants must be Australian citizens, at least 18 and not older than 32 when taking up the scholarship, and have a Bachelor's degree. They must also prove a proficiency in German by having certificates signed by lecturers of the branch offices of the Goethe Institute in Sydney and Melbourne or the Departments of German Languages of the various Australian universities.

A German language course at a study centre of the Goethe Institute in West Germany may be included in the scholarship. Courses run for two or four months.

The benefits of the scholarships include the return economy class airfare, a small luggage allowance, a living allowance, a book allowance, additional health and accident insurance, and exemption from enrolment, examination and tuition fees.

The travel grants provide the return economy class airfare and a small luggage allowance.

Applications close on 1 July 1983. Further information and application forms are available from -

The Secretary
Department of Education and Youth Affairs
(German Government Scholarships)
P.O. Box 826
Woden ACT 2606.

Liberal AGM But who cares?

Report from Rohan Greenland

Despite claims of being the largest political club on campus, only fifteen students attended the ANU Liberal Society's Annual General Meeting last Tuesday.

Outgoing president, Gary Humphries reminded the faithful that 1982 had been 'a year of unprecedented achievements' for the Society. Liberals had held key political positions on campus, notably President of the Students' Association, Deputy Chair of the Union Board, Editor of Woroni, Undergraduate Member of University Council and President of the Research Students' Association.

Humphries attributed their success to moderation and unity. More probably it was made possible by the monumental blunder made by the Left when they savagely overturned the SA elections in October 1981.

Once in office, the Liberal Society appeared unable to preserve their unity. In July they lost the crucial AUS referendum, and in October they lost three of their five seats on the Union Board. They had become so disillusioned in office that they failed to contest any of the positions in last year's SA elections. Yet Humphries considered this 'a record of which I am immensely proud'.

This year the Liberals are back in their traditional role as the 'opposition' on campus. The new executive is spear-headed by a Humphries-style moderate, Karen Gibson. She had no problems defeating right-wing candidate Phillip Walker in the contest for the Liberal presidency.

The remaining positions on the executive were evenly divided between the 'wets' Chris Munn and Chris Bolden and the 'dries' Kerry Corke and Phillip Walker. James Grant and Glen Phillips represent the only new blood on the executive.

Karen Gibson, a former Woroni editor, currently represents students on the Board of the Faculties, the Union Board and the SA Constitutional Review

Committee. As a student activist Gibson believes the Liberal Society is the only effective opposition to the left on campus.



Karen Gibson - spearheading a damp executive.

'The fact that no middle of the road political group exists at ANU means that the Liberal Society attracts students whose political outlooks range from something akin to that of the Democrats to hard-line monetarists,' she said.

In the past Liberals had contested elections under a variety of names including reformists, moderates and even Democrats. Gibson intends to end this practice. 'We will go out and call ourselves Liberals but,' she added, 'we must be sure to get across our definition of Liberalism.'

The Liberal Society, she stressed, was not affiliated to any political group although it does have 'strong ties' with the Liberal Party. Gibson hopes to boost membership by inviting a number of Liberal politicians to address the Society. Expected early in the year are Opposition Leader Andrew Peacock and the Society's Patron and former Minister, Michael Hodgman.

The AGM closed last Tuesday night with only one question unanswered. Perhaps we will never know who Humphries had in mind when he wrote in his President's Report: 'I predict that at least three members of the 1982 executive will go on one day to represent the Liberal Party in Federal or State parliament.'

ROWING

DISHER CUP: IT'S ANU BY THREE LENGTHS

ANU won the Disher Cup for the ninth consecutive time last Saturday when they finished the gruelling five kilometre course three lengths ahead of Duntroon.

The Cup is contested annually by the first eights of the Australian National University and the Royal Military College, Duntroon. The Cup was presented in 1971 by Dr Clive Disher, the stroke of the winning AIF crew at the 1919 Henley Peace Regatta to foster the development of rowing at ANU and Duntroon.

The course runs from Spinaker Island near ANU to the East Basin pavilion, the closest point on the Lake to Duntroon.

The race, started in near perfect conditions, saw ANU take a one length lead after the first 1,500 meters. But once ahead it was difficult for the Corps to mount a serious challenge to ANU's lead.

Nevertheless, Duntroon remained in contact and were never much more than two lengths behind.

ANU, fielding a crew of mixed fitness, came together in the last kilometre to take another length off Duntroon giving them a three length lead at the finish. It was one of the narrowest margins for a number of years.

Most of the ANU Eight will go on to train for the Intervarsity Regatta to be held at Penrith, NSW in mid-May. The Boat Club hopes to send a complete squad of eights, lightweight fours, pairs and sculls.

Interested rowers should contact Nick Hunter in Ursula College, or enquire at the Sports Union for further details.

Kate McCloughlin, ANU Boat Club oarswoman and a Australian representative, became ANU Sportsperson of the Year at the Sports Union Annual General Meeting last week.

HINTS FOR THE UNSUSPECTING STUDENT WHEN YOU FIRST MEET A COMMUNIST

- * Do not run screaming from the room. This is rude. You've probably met communists before though you may not have known it, and you'll meet a lot more. Some may even become your friends.
- * If you must back away, do so slowly — one step forward, two steps back.
- * Do not trivialise their experience by assuming it is a boardroom issue only. They are communists 24 hours a day.
- * Don't ask them how they got 'that way'; you could perhaps ask yourself why you didn't.
- * Do not assume that they are dying to talk about being communists.
- * Do not expect them to refrain from talking about being communists.
- * If you are tempted to tell them they are taking the easy way out — think about that.
- * Do not start talking about your politics in order to make it clear that you are naive — they probably already know.

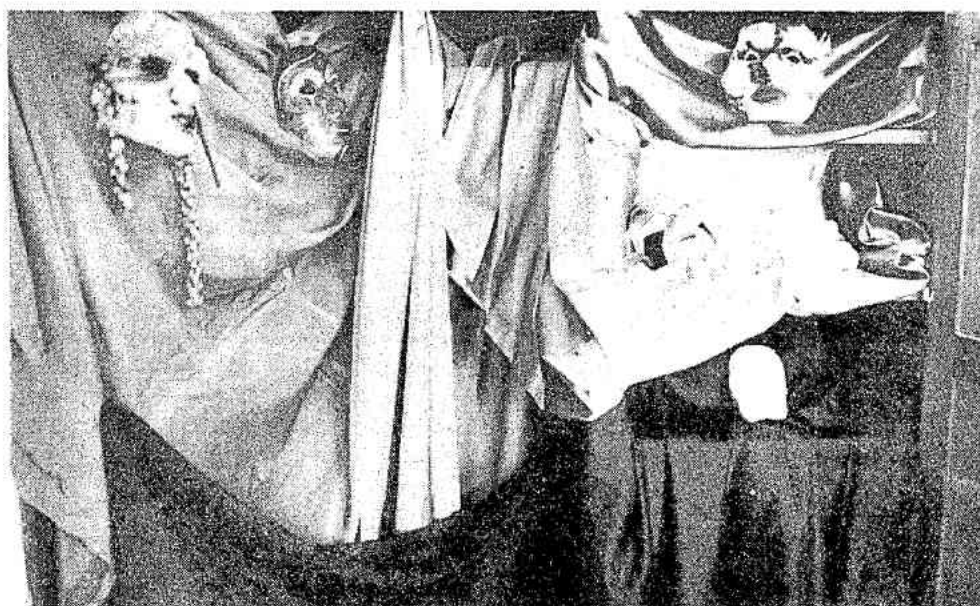


ECONOMICS
SOCIETY
MEETING:
FRIDAY 22 APRIL
2 PM
UNION BOARDROOM
FREE WINE + CHEESE

Will ALL students who have mail sent to the University please ensure that in addition to your name and building or office that it includes :-

ANU
GPO BOX 4
CANBERRA ACT 2601

This will assist the Mail Room in ensuring the quickest delivery possible.



Women's Salon: Masks & Closet
Photograph; Sue Ferrari

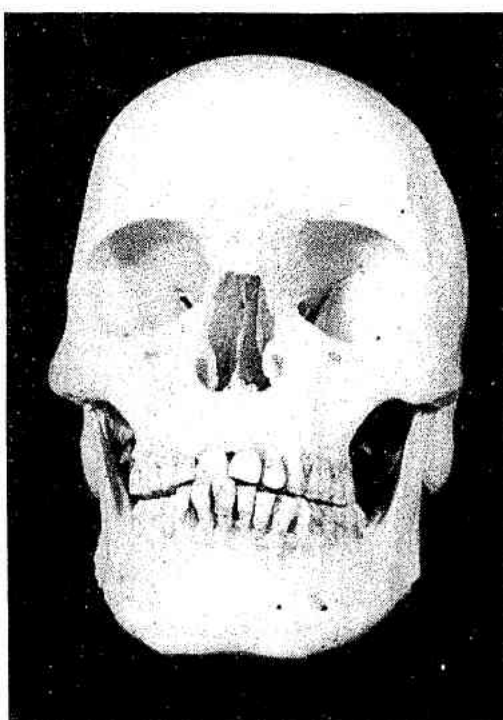
From Wednesday 13th April 1983
the postal address for mail will
change to:-

ANU
GPO BOX 4
CANBERRA ACT 2601

The changes are the addition of
"GPO" and the different postcode.

BITS AND PIECES

ETHEL BAKER
TRIES TO CLY.



ANU LIBERAL SOCIETY

April General Meeting will be held at
7.30pm on Monday 11th April

SPECIAL TOPIC:
Education at ANU in the '80s
ALL WELCOME

VINEGAR HILL

Vogons, cripes mates! It's plain to see that the trainee vagon still has his ugly presence in the shadows of the great white building.

It must now be called to the attention of the vagon slayers council of warts that this fellow still hasn't said sorry.

Gawd and I mean struth we must all be on our guard. This trainee vagon is still trying to impress the slippery ones by doubling up on their previous efforts.

You see in the great white building there are certain rooms with only half a carpet and this trainee vagon isn't standing on it. Oh morbid groan, shrink!

The Dunstanish name of another bird will wait and wait to see the bbq that will surely follow within 15 months, it's all I'll give him, to make this trainee vagon stay in the tea room, one of the appointed members will have to see that his tea is also cold until he repents.

The Vagon Slayer Hawke can promise us this Commander Vagon Raygun won't get his answer — After all we can't have peace unless the vogons agree and that means that we must convince them of our support in the numbers game. (Three cheers for all those who with dogs and banners marched Sunday 27th) in the horrific event that we fail I hope that you've all got your shelters built!

So to the joke of the week and this week it's a wild card and goes thus. Two Bikers, Bikes and all and a deserted island looking dazed — the caption:

FAAAARK we musta been WASTED!

So, keep enjoying ya flexitime folks.
See ya later,

Bruce

Leaping Legacy

Sky pilot rockets, germ warfare jocks,
chemical building blocks.
Toys for crazy white boys.
Games you used to play.
Captains of a cadaverous crew
which gun for me and gun for you.
Until all that's left
are skeletons to view.

See John.

see John play.

See him build a neutron bomb.
And blow himself away.

Fairlie Nielson



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AUSTRALIA'S MILITARY PARTNERS

Over the last few years Australia's military budget has jumped by 20 percent. In the same time period we have experienced the worst economic conditions since the Great Depression.

What exactly are the 'defence' priorities of Australia?

Since World War II Australian troops have been sent to fight in Malaya, Korea and Vietnam.

At present we have troops in Malaysia and the Sinai.

Australia has and is giving military aid to Indonesia.

The number of Filipino military personnel being trained in Australia increased 1/2 times between 1979-80 and 1982-3.

Australia plays an important part in the nuclear war system of the United States providing communications facilities and stop-offs for American nuclear-armed ships and planes.

The ANZUS Treaty locks Australia into supporting US military adventures around the world.

Implications:

- * Australia is arming and training military personnel from the very regimes that Australia is (supposedly) threatened by
- * Australia is itself in danger as it bolsters US nuclear capabilities against the Soviet Union
- * Australia is providing diplomatic support for US military aid to a corrupt, vicious, military-dominated regime in El Salvador.
- * Australia is spending money on the military when it could be using this money for socially useful purposes.

It's time we spent our money on jobs and not for war, that we bring our troops home, and that we stop giving foreign military aid, and unjustifiable 'moral' support for US interventionist policies.

RAISE YOUR VOICE FOR AN INDEPENDENT AND NON-ALIGNED AUSTRALIA

AT LAST! here it is... your take-home cut-out colour-in MOTH POSTER



THE MOTH POSTER

By now you all will know the rules but we will briefly outline again. This moth is the second in a set of six, collect all six and paste them on the "Moth Poster" on the appropriate country. Completed posters should be placed in the Moth Box in the S.A. Office. Entries will be judged on neatness (a bit of colour will help). A prize and trophy will be awarded to the best, completed Moth Poster. Due to the overwhelming success of our first meeting another will be held in the very near future.

Yours Motherly
A.N.U.M.B.A.S.



HURRY! RUSH! DON'T MISS OUT!

NEXT MEETING: 18/4/83 MON. 7:30 PM
WINE AND CHEESE!

378-941 60R